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ABSTRACT

This report provides information on the second year (1985-86) of the third cycle of Rockland Community College's (RCC's) Special Services Project, a program providing supplemental instructional, counseling, and tutorial services for educationally and economically disadvantaged students through college skills courses, remedial/developmental courses, and English as a second language (ESL) courses. The report focuses on clientele characteristics, program sites, needs assessment, curriculum development, counseling services, staff development, program evaluation, and recommendations. Appendices include: (1) RCC's Competency Assessment Policy; (2) the 1985-86 needs assessment report; (3) a sample contract for educational services; (4) a learning activity proposal for an introduction to college writing course; (5) reports on the ESL reinforcement module; (6) proposals for three college skills seminars; (7) promotional materials for ESL workshops; and (8) resource materials for program staff. (LAL)

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SPECIAL SERVICES PROJECT

ROCKLAND COMMUNITY COLLEGE

1985 - 1986

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PREFACE/OBJECTIVES

The Special Services Project at Rockland Community College provides supplemental instructional, counseling and tutorial services for a minimum of 375 students enrolled in College Skills (CS) courses, remedial/developmental courses, and English As A Second Language (ESL) courses who enter the college with the most severe educational and economic needs. This report focuses on the second year of the third cycle of the project - 1985-1986. Throughout this report reference will be made where appropriate to information contained in the report, "Special Services Project, Rockland Community College, 1977-1980" which is a comprehensive longitudinal study of student performance during the first cycle of the project, the report, "Special Services Project, Rockland Community College, 1980-1981", the report, "Special Services Project, Rockland Community College, 1981-1982", the report "Special Services Project, Rockland Community College, 1982-1983", the report "Special Services Project, Rockland Community College, 1983-1984 ",and the report "Special Services Project, Rockland Community College,1984-1985.

The specific objectives of the Special Services Project are as follows:

1. 74% of the project students will achieve a minimum score of 25 on the Reading Comprehension Section of the Descriptive Tests of Language Skills which is administered as part of the English Placement Examination and which is the criterion level for entry into the mainstream of the college.
2. 74% of the project students will achieve a minimum score of 6 on the writing sample which is administered as part of the English Placement Examination and which is the criterion level for entry into the mainstream of the college.
3. 60% of the project students enrolled in Mathematics Skills will achieve 100% mastery on each of nineteen arithmetic skills areas, which makes them eligible for the entry level mathematics course in the Mathematics Department.

4. 74% of the project students will demonstrate improvement in academic coping skills (study skills, attitudes, motivation) by having successfully completed their contracts for the counseling seminars and receiving a passing grade in each course.
5. 68% of the project students will remain in good academic standing at the college and will receive an associate degree or certificate or will transfer to another institution to complete their college degree.

A description of the processes utilized in meeting these objectives is contained in Chapters I - III of this report. Chapter IV focuses on the staff development activities conducted to help meet the objectives, and Chapter V contains summative evaluation in reading, writing, mathematics and English language development which is specifically related to the accomplishment of instructional objectives for project participants.

I. CHARACTERISTICS OF CLIENTELE

Students who participated in the Special Services Project were selected on the basis of their limited reading and writing achievement or English Language proficiency. Those who took part in College Skills (CS) sections, designed for students with deprived educational backgrounds, received a score of 6 or 7 in writing and a scaled score of 10 or below on the Descriptive Tests of Language Skills - Reading Comprehension (DTLS) or less than 6 in writing and a scaled score of 1 - 25 on the DTLS on the English Placement Examination (Rockland Community College Reading and Writing Assessment.) Those in English As A Second Language (ESL) sections had scores indicating less than 90% mastery on the English Language Institute Test. A total of 250 of the students were low income and first generation students and 125 of the students were first generation students as defined in the amendment to Sec. 04, Subpart 4 of Part A of Title IV of the Act for Special Programs for Students From Disadvantaged Backgrounds.*

The total number of students in the Special Services Project was 375. The students included 238 (63%) with limited English language ability who were in ESL and 137 (37%) with deprived educational backgrounds who were in College Skills. There were 124 (33%) males and 251 (67%) females. The group included 2 American Indian/ Alaska Natives (.53%), 32 Asian/Pacific Islanders (8.54%), 163 Blacks (43.47%), 138 Hispanics (36.80%) and 40 white other than Hispanic (10.66%). The ages of the total group ranged from 17 to 60. (mean= 28.29). The Median age of the group was 29. The English As A Second Language group's mean age was 31.07 (Median age=30) and the College Skills group's mean age was 23.38 (Median age=21).

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*Federal Register, Vol. 47, No. 42, Wednesday, March 3, 1982, Rules and Regulations.

II. PROGRAM SITES

The Special Services Project served students enrolled in College Skills (CS) courses and English As A Second Language (ESL) courses located at the Main Campus in Suffern N.Y. and at the College's Local Learning Centers in Haverstraw, Nyack and Spring Valley. English As A Second Language (ESL) courses were held during the day at the Main Campus and at the Local Learning Center in the Main Street Building in Haverstraw. Evening classes were held at the Middle School in Haverstraw, at the Spring Valley Local Learning Center located in a former elementary school at 185 North Main Street, and at the Local Learning Center in Nyack located at 92-94 Main Street.

College Skills (CS) classes were held day and evening on Main Campus and in the evening in the Main Street Building in Haverstraw.

III. DESCRIPTION OF PROGRAM

A. Needs Assessment

The Needs Assessment system provided for identification of project participants and for collection of information to be used in further curriculum development and program changes in order to meet the needs of the project participants. Initial needs assessment provided for placement into College Skills and English As A Second Language courses.

Rockland Community College established a system of universal competency assessment in the Fall Semester, 1984 based on a pilot project begun in the Fall Semester, 1982. The system was developed to ensure that all students were placed into coursework appropriate to their skills. The English Placement Examination consists of an evaluation of reading comprehension (Comprehension Section of Descriptive Tests of Language Skills - DTLS) and a writing sample on a given topic. The Mathematics Placement Examination includes a computation section which students are required to take and an algebra section which students are encouraged to take (See Appendix A).

While all native born students entering the college in the Fall, 1985 participated in universal assessment, some students were placed directly in ESL courses based on high school records and other assessment tests utilized by the ESL faculty.

As a result of assessment some students were placed in College Skills courses. After placement in College Skills was determined, students were notified that they should schedule an appointment for College Skills Needs Assessment. Students were then assigned appointment times for Needs Assessment by the Assistant to the Project Director. Each day divided into morning and afternoon sessions (9-11:30 a.m. and 1:30-3 p.m.) to accomodate 18 students per session or a total of 36 students per day.

Placement in Communication Skills and/or Mathematics Skills modules was based on a further refinement of scores on the English Placement Examination and the Mathematics Placement Examination. Therefore, during needs assessment each student met with a College Skills instructor who presented the student with the test results and explained why the student had been placed in a specific Communication Skills and/or Mathematics Skills module. The student then met with a master counselor/ assessment specialist and/or counselor/tutor who discussed vocational objectives and options, the estimated number of semesters a student was likely to be enrolled in College Skills courses and assisted the student in selecting courses and completing the registration process (See Appendix B).

All students who enrolled in English As A Second Language courses were given the English Language Institute Examination (in-house objective test) and writing sample. Program faculty placed students in the English As A Second Language courses and assisted them in the selection of other college courses and in the completion of the registration process.

Initial needs assessment for College Skills was scheduled during the summer months as well as during college registration periods. Needs assessment for English As A Second Language was scheduled during college registration periods only.

The Special Services Project was committed to serve those students from College Skills and English As A Second Language with the most severely deprived educational background or limited English-speaking ability. Therefore, project participants were selected during initial needs assessment on the basis of scores on the Rockland Community College English Placement Examination or the English Language Institute Test. During the academic year 1985-1986, 310 students were assessed in College Skills and 691 were assessed in English As A Second Language. A total of 137 was chosen as Special Services Project participants from College Skills and 238 were selected from English As A Second Language.

Initial needs assessment was designed to identify the project participants and to assure proper placement in College Skills and English As A Second Language courses. However, secondary or on-going needs assessment was necessary to provide more extensive diagnosis and evaluation of students' skills and attitudes in order to maximize their success in college. (Some students were given the Nelson-Denny Reading Test Form E and/or the Gates MacGinitie Reading Test for additional diagnostic information.

Students in College Skills were assigned to group counseling seminar sessions conducted by master counselor/assessment specialists and students in English As A Second Language courses enrolled in group counseling or orientation/study skills sessions conducted in English or met for individual appointments with bilingual master counselor/ assessment specialists and counselor/tutors to examine their special needs in more detail. Together the master counselor/assessment specialists and project participants from College Skills drew up a Contract for Educational Services which included commitments by both the college and the student designed to help the student succeed in college. The contract, signed by the student and master counselor/ assessment specialist, was filed with the Project Director. The contracts could be revised at any time by mutual agreement with the knowledge of the Project Director who was responsible for the college's part of the contract agreement. Periodic review of the progress toward the agreed-upon goals was the responsibility of the Project Director, but achievement of the goals accepted by the student was considered the student's responsibility. If students could not meet agreed-upon goals the contract was revised so that the students and the master counselor/assessment specialist would always be in agreement about the nature and achievement of the goals (See Appendix C).

Participants from the English As A Second Language courses with severely limited knowledge of English were not required to complete the Contract for Educational Services but they did utilize other simplified data forms for discussing the responsibilities of college students and the services and opportunities provided by the college.

B. Development and Implementation of Curriculum for Skill Acquisition

An assessment and analysis of project participants' needs indicated that various curriculum changes in the College Skills and the English As A Second Language courses would be necessary if we were to successfully prepare students to enter the college mainstream. Various developmental projects begun in earlier years of the Special Services Project were continued and/or institutionalized in 1985-1986. The curriculum project to modify the Communication Skills curriculum in College Skills with an emphasis on writing skills for Special Services Project clientele was approved as a new course entitled Introduction to College Writing. This course is now provided for students who master required reading skills and pass the reading portion of the Rockland Community College English Placement Examination but who need more intensive emphasis on the development of writing skills. (See Appendix D).

Special Services Project faculty teaching College Skills courses continued to identify traditional and multi-media materials and computer assisted instructional software which could be used in the classes and in the Individualized Learning Activities Center (ILAC). Special Services Project clientele in College Skills courses spent an average of two hours per week using personal computers and computer assisted materials.

Beginning in September 1985 the English As A Second Language Project Instructor designed and taught a course developed to supplement the English As A Second Language curriculum and to provide special identified needs for the Special Services Project clientele. Offered on a pilot basis, the course was entitiled English As A Second Language Reinforcement Module. The course included small group and individualized instruction conducted by trained counselor/tutors and computer assisted instruction. (See Appendix E).

Supplementary tutoring was also provided for project clientele from College Skills and English As A Second Language courses based on instructor's recommendations. (See Appendix F).

C. Development and Implementation of Counseling

During the 1985-86 grant year, counseling services were provided for project clientele enrolled in College Skills and English As A Second Language courses. The kind of services provided and the format for delivery of these services were determined by assessing the needs of the students and the structural design of the two programs.

Students in College Skills enrolled in the group counseling seminars, "Improving Coping Skills," "Relaxation and Stress Reduction," and " Personal/Interpersonal Growth" led by the master counselor/assessment specialist and the counselor/tutor who was an intern completing a graduate degree in counseling. The "Improving Coping Skills" curriculum focused on interpersonal communication skill-building. Students examined communication problems, learned and practiced communication skills and applied learnings to personal life situations. "Personal/Interpersonal Growth" was designed for students in their second semester of College Skills who had already completed "Improving Coping Skills." A new curriculum for the course was piloted in the Fall, 1985 semester and further modified in the Spring, 1986 semester. A specified series of group techniques/exercises were employed within the process of a developing group in order to provide a more structured vehicle in which the students could interact. Within the context of this structured group experience, students worked on practicing and building interpersonal communication skills. Emphasis was on group dynamics and on individual behavior in the group process.

The counseling/assessment staff taught the class, "Understanding Human Behavior," a preparatory psychology course for students prior to their entering the college mainstream. In order to enable a better fit with the General Psychology course most students take in the mainstream, a new curriculum was piloted in the Fall, 1985 semester. The new text, Understanding Psychology, by Paul R. Robbins and the new curriculum provided the basis of the course which focuses on broad areas of psychology which give students a general knowledge of psychological principles, theories, and vocabulary.

Each Special Services Project participant met individually with the counseling/assessment staff to identify needs to plan programs and to discuss broader educational goals and directions. Students also sought out or were referred to the counseling/assessment staff to deal with personal and/or academic issues when necessary. The master counselor/assessment specialists served as "consultants" to the instructional staff and students as well. They assisted in resolving in-class problems and other concerns which affected students' educational progress.

Students received individual and group counseling and vocational assessment. They were also given a tour/lecture of the Life/Career/Educational Planning Center by its respective staff who also provided the students with hands on experience with "Discover," a Career Guidance System that uses computers to explore and examine career/occupational choices.

In the Fall, 1985 semester a small study was done to begin to determine what more was needed to be done in career awareness for the Special Services Project population. The first step was to ascertain the student's level of career decidedness vs. undecidedness. Using Osipaw's Career Decision Scale, it was determined that the majority of students were undecided. Discussion with students ascertained their lack of knowledge about the various majors at Rockland Community College and what kinds of careers were available.

In the Spring, 1986 semester, a new curriculum for Occupational Awareness was piloted for the highest level group of College Skills students. The students were surveyed as to their career interests and/or curiosities. The staff then integrated the findings and invited the chairpersons of the departments of interest at Rockland Community College to speak to the class concerning the major and the wide range of career choices that were available from that curriculum.

Counseling services for project clientele in English As A Second Language classes were provided through group counseling seminars, in-class orientations and personal and referral counseling. A series of new courses for students at the beginning levels of English As A Second Language were designed and implemented during the 1985-86 academic year. Entitled College Skills Seminar I, II, III, the courses focus on an orientation to Rockland Community College and the development of study skills and coping skills necessary to succeed in an academic environment. (See Appendix G). A new curriculum for the course, "Occupational Awareness," offered at the Intermediate Level of English As A Second Language was also designed. It will be implemented on a pilot basis in the Fall, 1986 semester.

The master counselor/assessment specialists also presented a series of workshops and lectures of interest to Special Services Project clientele enrolled in English As A Second Language classes and in the college mainstream. These workshops were presented in Spanish and French as well as English and focused on the educational system in the United States and other areas of life concerns such as health care, banking, taxes, and housing. (See Appendix H).

Students at the Haverstraw Local Learning Center attended a presentation on medical concerns given by a registered nurse from the North Rockland Health Care Center of Nyack Hospital. Main campus students attended a series of presentations given by Rockland Community College library personnel on use of the library and students at the Spring Valley Local Learning Center attended a presentation on Career Development. As a follow up activity to the lecture, students were taught how to write a business letter in their English As A Second Language class. The English As A Second Language students then wrote to a professional organization for additional information on a career of interest to them.

Additional referral counseling to deal with personal and/or academic issues was also provided to project clientele in French and Spanish and/or English.

IV. STAFF DEVELOPMENT

Developmental activities were conducted to help the project staff develop specific instructional and counseling strategies and curricula to meet the project objectives. A pre-service staff orientation workshop was conducted by the Project Director in August, 1985, and meetings were conducted by the Project Director and Project Consultant (Dr. Janet R. Brown) in the Fall, 1985 and Spring, 1986 for members of the professional staff. A major focus of the sessions with the Consultant was the universal competency assessment system for the Special Services Project. Project staff also participated in workshops provided by Rockland Community College.

By-weekly staff meetings were held throughout the academic year. In addition, the counselor-tutors/interns received training in weekly training sessions led by the Acting Coordinator of College Skills. Resource materials for curriculum development in the English As A Second Language courses and the College Skills courses were also provided for the staff. (See Appendix H).

Project Staff participated in the following faculty development activities:

Dr. Margaret Martin - Director

1. Publications
    a. "Special Services Project Report - 1984-1985." Rockland Community College, Suffern, New York, September, 1985.

2. Presentations/Consultations/Training
    a. Member of Commission on Higher Education/Middle States Association Team 1983-1986.
    b. Educational Consultant. Tompkins Cortland Community College, Dryden, New York, May, 1986.
    c. Panel Member, "Evaluation and Retention." New York College Learning Skills Association Mid Hudson Regional Conference, Rockland Community College, Suffern, New York, October 18, 1985.

3. Offices Held

    Corresponding Secretary, New York Metropolitan Association for Developmental Education, 1984-1986.

4. Committees Served/Professional and Community

   a. Task Force on Competency Assessment. Rockland Community College, 1981-1986.

   b. Committee on Disabled. Rockland Community College, 1985-1986.

   c. Search Committee, College Skills. Rockland Community College, 1985-1986.

   d. Search Committee for Speech Pathologist. Rockland Community College, 1985.

5. Conferences/Workshops Attended

   a. Association for Equality and Excellence in Education Annual Conference. Atlantic City, New Jersey, March, 1986.

   b. "Television As A Social Issue: Realities and Visions." Conference sponsored by The Society for the Psychological Study of Social Issues, New York, New York, March, 1986.

   c. "Trends in Developmental Education. Mid Hudson Regional Conference of New York College Learning Skills Association Conference, Rockland Community College, October 18, 1985.

Terence P. Hannigan - Master Counselor/Assessment Specialist

1. Presentations/Consultations/Training:

   a. Course work at Department of Counseling/Psychology, Teachers College/Columbia University:

      Vocational Assessment, Fall 1985

      Practice in Cross-Cultural Counseling, Fall, 1985

      Review of the Literature in Counseling Psychology, Spring, 1986

   b. Instructor, Practica in Cross-Cultural Counseling. Rockland Community College, Spring, 1986.

2. Committees Served/Professional and Community

   a. Monitor Committee for the Intercultural Festival. Rockland Community College, Spring, 1986.

   b. Advisor for the Indian Club, Rockland Community College. Spring, 1986.

   c. Director of Activities. Haverstraw Local Learning Center Student Participation in the International Festival, Rockland Community College, Spring, 1986.

   d. Co-Director with David Stern. Film Festival tentatively planned for Fall Semester, 1986 at the Haverstraw Local Learning Center, Rockland Community College.

3. Conferences/Workshops Attended
   - a. "Using Computers in Education." Professional Development Workshop presented at Haverstraw Local Learning Center, Rockland Community College, January, 1986.
   - b. "Cultural Differences." Professional Development Workshop, Rockland Community College, January, 1986.

Jeffrey Peters - Master Counselor/Assessment Specialist

1. Presentations/Consultations/Training
   - a. Assistantship. Ericksonian Hyponsis Training Workshop. Associate Trainers in Clinical Hypnosis, September, 1985.
   - b. Trainer. Communication Skills/Personal Growth Weekend. Human Relations Organization of Montclair State College, October, 1985, March, 1986.
   - c. Trainer. Organizational Effectiveness Workshop. Human Relations Organization of Montclair State College, November, 1985.
   - d. Trainer, Interpersonal Relations Workshop. Human Relations Organization of Montclair State College, October, 1985, March, 1986.
   - e. Trainer. Undergraduate Level Communication Skills Weekend. Department of Counseling, Human Services and Guidance, Montclair State College, January, 1986.
   - f. Trainer. Faculty Development Workshop, "Student Anger." Rockland Community College, Special Services Project, January, 1986 April, 1986.
2. Conferences/Workshops Attended

   "Generative Changes Through The Use of Hypnosis." Dr. Stephen Gilligan, New York Society of Ericksonian Psychotherapy and Hypnosis, October, 1985.

Jeanette Bushelon - Project Instructor

1. Presentations/Consultations/Training
   - a. "Strategies for College Success." Presented at the New York College Learning Skills Association Symposium, Ellenville, New York, April 12-15, 1986.
   - b. Educational Planners Training. Rockland Community College, January, 1986.
2. Committees Served/Professional and Community

   Task Force Committee for Students in Academic Difficulty. Rockland Community College, 1985-86.

Jeanette Bushelon - Project Instructor (Cont'd)

3. Conferences/Workshops Attended
    a. "Learning Disabled in Post Secondary Education." Two Year College Development Center, State University of New York at Albany, Albany, New York, September 20, 1985.
    b. "Fall Institute - Dyslexia: Focus on Teaching and Learning." The New York Branch of the Orton Dyslexia Society, New York, New York, November 10, 1985.
    c. "Trends in Developmental Education." Mid Hudson Regional Conference of New York College Learning Skills Association Conference, Rockland Community College, October 18, 1985.
    d. "Meeting The Challenge of Dyslexia, Research Theory and Instruction." Orton Dyslexia Society, New York, New York, March 20-22, 1986.
    e. Ninth Annual New York College Learning Skills Association Symposium. Ellenville, New York, April 13-15, 1986.

David Stern - Project Instructor

1. Publications

   "Freire/ESL Sessions at TESOL '85' in TESOL Newsletter, Vol. XIX, No.4, August, 1985. (With Linda Ann Kunz).

2. Presentations/Consultations/Training
    a. "Freirean Approaches to ESL: Sources, Materials and Resources." Presented at the New York State Teachers of English to Speakers of Other Languages (NYS TESOL) Conference, Syracuse, New York, October, 1985.
    b. "Paulo Freire and the ESL Classroom." Presented at the CYNY ESL Council Conference, New York, New York, April, 1986.
    c. "The Freire-Inspired ESL/ABE Classroom: Another Look." Presented at the New York City Consortium for Adult Basic Education ABE Conference, New York, New York, April, 1986.
    d. "Empowering Students." Presented at the New York State TESOL Bilingual and Higher Education Spring Conference, New York, New York, May 1986.
3. Committees Served, Professional and Community
    a. Search Committee, Special Services Project. Rockland Community College, 1985.
    b. Rockland Community College Writing Council, 1985-1986.
    c. English Placement Examination Topics Committee. Rockland Community College, 1985-1986.
4. Conferences/Workshops Attended
    a. "Microcomputers and Basic Skills in College." New York New York, November, 1985.
    b. "Microcomputers and Computer Assisted Instruction." Rockland Community College, January 1986.

David Stern - Project Instructor (Cont'd)

c. "Cultural Differences." Rockland Community College, January,1986.

d. "Word Processing: PFS Write." Rockland Community College, January 1986.

Project staff for 1985-1986 included the following persons:

Director	Dr. Margaret Martin
Master Counselor/ Assessment Specialists	Terence Hannigan Jeffrey Peters
Assistant to the Project Director	Patricia Diamond
Instructors	Jeanette Bushelon David Stern

V. SUMMATIVE EVALUATION

College Skills

The achievement of students enrolled in College Skills courses in the areas of reading, writing and mathematics during the 1985-1986 academic year will be described in this section.

Reading

Students' performance was assessed in both the fall and spring semesters on the Descriptive Tests of Language Skills (DTLS) and the Nelson-Denny Reading Test. The DTLS serves as the reading assessment instrument for all students entering Rockland Community College, while the Nelson Denny has been used in College Skills as an assessment device since the program's inception. Both measures were administered as pre and posttest in both semesters of the academic year.

DTLS Results

The DTLS results for the fall semester, 1985 are summarized in Table 1. During the fall semester, the College Skills students as a whole made a statistically significant average gain. All segments of the College Skills population, that is those enrolled in the evening, partial skills program (CS 071), those enrolled in the reading sections (CS 029) and those enrolled in full-time skills programs both lower level (CS 011/012) and higher level (CS 013/014) made statistically significant gains in the fall semester.

Students in the Special Services Project made statistically significant gains as a group during the fall semester, although the results varied by sub-groups. Special Services students enrolled in the partial skills program (CS 071) and the lower level full skills program (CS 011/012) failed to make statistically significant gains as did their non-eligible counterparts in the same sub-groups. In all other categories both Special Services Project and non-eligible students made statistically significant gains.

Table 2 shows the results for the spring semester, 1986 in DTLS reading. Here, also, the total College Skills group showed statistically significant gains as did all the component sub-groups except the higher level full skills group (CS 014). With this group, however, it is noteworthy that their mean posttest DTLS scores are almost the same as the comparable fall group's posttest scores. The lack of significance in gain scores stems from the fact that the spring group's pretest scores were higher than were those of the fall group.

The Special Services Project population over all shows statistically significant gains in the spring semester; however, the only sub-group with statistically significant gains is the reading course group (CS 029.) It is interesting to note that in almost every instance spring semester posttest scores are about the same as fall semester posttest scores with the exception of the partial skills group (CS 071) and the higher level full skills group (CS 014). Overall spring semester pretest scores tend to be higher than fall semester pretest scores, except for the Special Services Project students.

Table 3 compares pre to posttest scores for College Skills broken down by project eligible and non-eligible for fall semester, 1985 and spring semester, 1986. All groups and total program show statistically significant gains for both semesters. There is some tendency for all groups except Special Services Project students to have higher pre and posttest scores in the spring semester, for Special Services Project students' spring semester pre and posttest scores tend to be slightly lower then fall semester scores. Table 3 also shows that Special Services Project and ineligible students are very similar in the fall semester, but are more diverse in the spring semester. The difference between project eligible and ineligible students' pretest scores in the spring semester is statistically significant ($t=3.08$ $p<.01$). This difference is probably an artifact of the selection process which tends to emphasize different eligibility criteria during the fall and spring semesters.

Table 4 shows pre and posttest scores for students enrolled in College Skills courses for both the fall and spring semesters. In this table pretest scores are from fall semester, 1985 and posttest scores are from the end of the spring semester, 1986. The total College Skills group made statistically significant gains across the two semesters. Of the two sub-groups, the full-time skills students made substantial and statistically significant gains, but the part-time skills group made negligible gains for the period in reading. (All but four of the students in the group were Special Services Project students; therefore, no breakdown between project eligible and ineligible was done.)

In summary, students in College Skills generally and in the Special Services Project specifically demonstrated growth in reading as measured by the DTLS. As a general trend, students with lower entering scores showed less growth in reading than did students with higher entering scores. Students in the full-time skills program (CS 011,012, 013,014) clearly outperformed students in the part-time skills program (CS 071). In fact students in the part-time program only achieved posttest scores at the level of the full skills groups' pretest scores. Students enrolled in CS 029, the reading course, made excellent gains with the mean posttest score at or above the minimum competency level established by the college (scaled score 11).

Table 1

DTLS Pre to Posttest Scaled Scores For All College Skills Students For Fall Semester, 1985 By Level And Project Status

		Pretest		Posttest			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 071	37	4.30	2.59	5.65	4.27	2.09	$p < .05$
SS	25	4.60	2.72	5.96	4.75	1.48	N.S.
Non SS	12	3.67	2.27	5.00	3.13	1.97	N.S.
CS 029	39	7.49	2.34	11.08	3.83	5.24	$p < .001$
SS	13	7.23	2.45	11.15	3.91	2.76	$p < .02$
Non SS	26	7.62	2.32	11.04	3.87	4.37	$p < .001$
CS011/012	11	2.45	1.13	5.55	4.39	2.37	$p < .05$
SS	6	2.50	1.52	4.83	5.31	1.07	N.S.
Non SS	5	2.40	.55	6.40	3.36	2.36	N.S.
CS013/014	42	5.48	2.10	8.79	4.09	4.87	$p < .001$
SS	30	5.20	2.06	8.90	4.34	4.83	$p < .001$
Non SS	12	6.17	2.12	8.50	3.55	1.57	N.S.
Total College Skills	129	5.49	2.73	8.30	4.63	7.54	$p < .001$
SS	74	5.14	2.59	7.97	4.87	5.40	$p < .001$
Non SS	55	5.96	2.85	8.75	4.30	5.43	$p < .001$

Table 2

DTLS Pre to Posttest Scaled Scores For All College Skills Students For Spring 1986 By Level And Project Status

Group	N	Pretest $\bar{X}$	SD	Posttest $\bar{X}$	SD	t	
CS 071	24	3.96	2.31	5.67	3.47	2.82	$p < .01$
SS	12	3.33	2.15	3.67	2.90	.36	N.S.
Non SS	12	4.58	2.39	7.67	2.84	5.40	$p < .001$
CS 029	52	7.46	2.67	11.96	3.94	8.11	$p < .001$
SS	14	6.64	3.52	10.93	3.65	3.43	$p < .01$
Non SS	38	7.76	2.26	12.32	4.03	4.56	$p < .001$
CS 011/012/013	16	3.69	2.44	7.94	4.99	3.74	$p < .01$
SS	8	2.38	1.51	5.75	4.71	1.79	N.S.
Non SS	8	5.00	2.56	10.13	4.49	3.53	$p < .01$
CS 014	15	7.20	2.46	8.67	2.99	1.52	N.S.
SS	8	7.13	3.27	7.88	2.70	.50	N.S.
Non SS	7	7.29	1.25	9.57	3.26	1.69	N.S.
Total CS	107	6.07	3.04	9.48	4.64	8.83	$p < .001$
SS	42	4.98	3.37	7.29	4.52	3.37	$p < .01$
Non SS	65	6.78	2.59	10.89	4.17	9.24	$p < .001$

Table 3

DTLS Pre to Posttest Scaled Scores
Of College Skills Students In Fall
And Spring Semesters 1985-1986

Fall, 1985		Pretest		Posttest			
Group	N	$\overline{X}$	SD	$\overline{X}$	SD	t	
All CS	129	5.49	2.73	8.30	4.63	7.54	$p < .001$
All SSP	74	5.14	2.59	7.97	4.87	5.40	$p < .001$
All Non SSP	55	5.96	2.85	8.75	4.30	5.43	$p < .001$

Spring, 1986		Pretest		Posttest			
All CS	107	6.07	3.04	9.48	4.64	8.83	$p < .001$
All SSP	42	4.98	3.37	7.29	4.52	3.37	$p < .01$
All Non SSP	65	6.78	2.59	10.89	4.17	9.24	$p < .001$

Table 4

DTLS Pre And Posttest Scaled Scores Of All College Skills Students Enrolled In Fall And Spring Semesters *

Group	N	Pretest (Fall '85) X̄	Pretest (Fall '85) SD	Posttest (Spring '86) X̄	Posttest (Spring '86) SD	t	
Full-time CS	11	3.55	1.81	8.73	2.83	4.39	$p < .01$
Part-time CS	11	3.36	2.25	4.00	3.00	.53	N.S
All CS	22	3.45	1.99	6.36	3.74	3.06	$p < .01$

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* This table has no breakdown between College Skills and Special Services Project students because all but 4 of the students in this group were Project students.

Nelson Denny Reading Test Results

The Nelson Denny Reading Test, form E, was used as a pre and posttest in both the fall and spring semesters. The results for the total College Skills groups and for the Special Services Project students are described.

Tables 5 and 6 contain the total Nelson Denny scores for the fall and spring semesters respectively. The tables indicate that for each course level statistically significant gains were made for each semester on this test.

Table 7 shows the comparison between fall and spring semester College Skills students and Special Services Project students. In all instances pre to posttest gains were statistically significant with average gains of 1.5 to 2.0 years in grade equivalent scores.

Table 8 shows the gains of students enrolled in College Skills courses for both semesters. Those attending full-time averaged about four years growth during the academic year whereas the partial Skills group averaged about two years gain. Most important, however, is the fact that the part-time group had posttest scores slightly lower than the pretest levels of the full-time group.

In summary, the patterns of gain for the Nelson Denny and the DTLS are similar. Although each test defines "reading" in a different way, the results on the two tests tend to be similar. Therefore, there can be no question that College Skills is having a positive impact on the reading skills of its clientele.

Table 5

Nelson Denny Pre to Posttest Raw Scores For All College Skills Students For Fall Semester 1985 By Level And Project Status

		Pretest			Posttest				
Group	N	$\bar{X}$	(GE)	SD	$\bar{X}$	(GE)	SD	t	
CS 071	29	41.24	(6.0)	13.60	50.38	(7.7)	15.71	4.88	$p < .001$
SS	17	42.65	(6.4)	14.49	52.47	(7.9)	16.77	4.44	$p < .001$
Non SS	12	39.25	(5.6)	12.58	47.42	(7.2)	14.23	2.27	$p < .05$
CS 029	45	55.18	(8.4)	16.55	59.78	(9.4)	15.28	3.01	$p < .01$
SS	17	57.00	(8.8)	17.01	62.18	(9.7)	14.83	2.67	$p < .02$
Non SS	28	54.07	(8.2)	16.47	58.32	(9.0)	15.63	1.94	N.S.
CS011/012	7	31.86	(4.2)	14.57	44.29	(6.6)	16.39	3.23	$p < .02$
SS	4	24.00	(3.7)	9.06	34.75	(4.8)	10.47	1.60	N.S.
Non SS	3	42.33	(6.2)	15.01	57.00	(8.8)	14.73	2.73	N.S
CS013/014	41	49.17	(7.5)	12.83	62.32	(9.7)	14.43	7.23	$p < .001$
SS	29	49.41	(7.5)	11.15	63.76	(9.9)	12.90	6.99	$p < .001$
Non SS	12	48.58	(7.5)	16.76	58.83	(9.2)	17.76	2.62	$p < .05$
Total CS	122	48.52	(7.5)	15.83	57.54	(9.0)	15.94	9.01	$p < .001$
SS	67	48.10	(7.4)	15.54	58.76	(9.2)	16.00	8.46	$p < .001$
Non SS	55	49.00	(7.5)	16.45	55.87	(8.6)	16.17	4.29	$p < .001$

Table 6

Nelson Denny Pre To Posttest Scores For All College Skills Students For Spring, 1986 By Level And Project Status

Group	N	Pretest $\bar{X}$	Pretest (GE)	Pretest SD	Posttset $\bar{X}$	Posttset (GE)	Posttset SD	t	
CS 071	13	44.77	(6.8)	9.81	50.15	(7.7)	7.50	2.30	$p < .05$
SS	3	42.00	(6.2)	10.44	46.33	(7.0)	2.52	.48	N.S.
Non SS	10	45.60	(7.0)	10.04	51.30	(7.8)	8.21	2.39	$p < .05$
CS 011/012/013	16	37.81	(5.4)	13.56	54.81	(8.4)	12.39	5.39	$p < .001$
SS	8	30.88	(4.0)	10.55	53.00	(8.0)	14.23	6.82	$p < .001$
Non SS	8	44.75	(6.8)	13.13	56.63	(8.8)	10.90	2.29	N.S.
CS 014	15	59.87	(9.4)	16.80	70.33	(10.7)	11.90	2.77	$p < .02$
SS	8	64.63	(10.1)	10.51	71.25	(10.8)	6.27	1.78	N.S.
Non SS	7	54.43	(8.2)	21.56	69.29	(10.6)	16.79	2.08	N.S.
Total CS	44	47.39	(7.2)	16.53	58.73	(9.2)	13.79	5.91	$p < .001$
SS	19	46.84	(7.2)	18.87	59.63	(9.4)	14.28	4.43	$p < .001$
Non SS	25	47.80	(7.4)	14.91	58.04	(9.0)	13.67	3.86	$p < .001$

(The Nelson Denny was not administered to CS 029 in the spring semester)

Table 7

Nelson Denny Pre To Posttest Raw Scores For College Skills Students In Fall And Spring Semesters 1985-1986

Fall Semester		Pretest		Posttest			
Group	N	$\overline{X}$ (GE)	SD	$\overline{X}$ (GE)	SD	t	
All CS	122	48.52 (7.5)	15.83	57.54 (9.0)	15.94	9.01	$p < .001$
All SSP	67	48.10 (7.4)	15.54	58.76 (9.2)	16.00	8.46	$p < .001$
All Non SSP	55	49.00 (7.5)	16.45	55.87 (8.6)	16.17	4.29	$p < .001$
Spring Semester							
All CS	44	47.39 (7.2)	16.53	58.73 (9.2)	13.79	5.91	$p < .001$
All SSP	19	46.84 (7.2)	18.87	59.63 (9.4)	14.28	4.43	$p < .001$
All Non SSP	25	47.80 (7.4)	14.91	58.04 (9.0)	13.67	3.86	$p < .001$

Table 8

Nelson Denny Pre To Posttest Raw Scores For All College Skills Students Enrolled In Both Fall And Spring Semesters 1985-86

		Pretest			Posttest				
Group	N	$\bar{X}$	(GE)	SD	$\bar{X}$	(GE)	SD	t	
Full-time CS	11	42.91	(6.4)	9.18	67.73	(10.5)	6.81	9.25	$p < .001$
Part-time CS	9	29.78	(3.9)	13.64	40.78	(6.0)	12.92	4.97	$p < .01$
All CS	20	37.00	(5.2)	12.95	55.60	(8.6)	16.85	7.85	$p < .001$

Writing

Students' writing competency was assessed through the writing sample which is a part of the English Placement Examination. This test, administered to all incoming students at Rockland Community College, served as both a pretest and as a placement indicator for students. The students' writing samples were scored holistically by a team of trained readers. Each essay was scored twice, independently with the sum of the two scores serving as an individual's score. Native English speaking students whose scores fell below the minimum competency level established by the college were assigned to College Skills courses. Students' posttests produced at the end of the semester were scored similarly and included blind readings with writing samples from new incoming students. The results in writing for the component sub-groups in College Skills are reported in Table 9 for the fall semester and Table 10 for the spring semester. Of the sub-groups only the higher level, full skills students (CS 014), show statistically significant gains in the fall semester. In the spring semester, however, all full-time skills students in both higher and lower levels show statistically significant writing gains but students enrolled in the part-time program (CS 071) do not show statistically significant gains.

Table 11 shows writing scores for the fall and spring semesters for College Skills and Special Services Project students. Writing scores are remarkably similar for fall and spring semesters, and all the gains for all the groups are statistically significant.

Those students who remained in College Skills for two semesters showed a similar pattern of growth (Table 12) although their pretest scores tended to be somewhat lower than the scores of the groups of which they were a part. Their posttest scores were similar to the posttest scores of their comparable group. It should be noted here also that the gain for partial skills students was smaller than the gain for full skills students. As was true for reading, the writing skills of the part-time group are significantly lower than those of the full-time students. Clearly the part-time program which caters to working adults in evening classes does not afford the kind of practice and reinforcement necessary to ensure rapid skill development in spite of the generally high levels of motivation demonstrated by this group. Scores on the reading tests tend to confirm that change and development in basic skills is slow and arduous for this group.

In summary, the writing test results overall show statistically significant gains for College Skills and Special Services Project students. Students in lower levels and/or part-time show less gain than do full-time, higher level students. It is evident from the data that the College Skills group was in need of basic writing skills instruction and that the general effect of that instruction has been beneficial and resulted in improved writing skills.

Table 9

Writing Pre To Posttest Scores For All College Skills Students For Fall Semester 1985 By Level And Project Status

		Pretest		Posttest			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 071	36	4.36	1.57	4.94	1.97	1.96	N.S.
SS	24	4.42	1.77	4.96	2.07	1.31	N.S.
Non SS	12	4.25	1.14	4.92	1.83	1.80	N.S.
CS 011/012	9	3.33	1.12	4.11	1.62	1.02	N.S.
SS	4	2.75	1.50	4.50	1.91	1.28	N.S.
Non SS	5	3.80	.45	3.80	1.48	00	N.S.
CS 013/014	42	4.69	1.47	5.79	1.46	3.76	$P < .001$
SS	30	4.77	1.38	5.83	1.49	2.96	$p < .01$
Non SS	12	4.50	1.73	5.67	1.44	2.16	N.S.
Total CS	87	4.41	1.52	5.32	1.72	4.70	$p < .001$
SS	58	4.48	1.61	5.47	1.72	3.93	$p < .001$
Non SS	29	4.28	1.33	5.03	1.70	2.49	$p < .02$

Table 10

Writing Pre To Posttest Scores For All College Skills Students For Spring 1986 By Level And Project Status

Group	N	Pretest		Posttest		t	
		$\overline{X}$	SD	$\overline{X}$	SD		
CS 071	20	4.55	1.54	5.00	1.34	1.03	N.S.
SS	10	4.30	1.77	4.80	1.62	.65	N.S.
Non SS	10	4.80	1.32	5.20	1.03	.80	N.S.
CS011/012/013	17	3.82	1.29	5.41	1.87	3.58	$p < .01$
SS	8	3.38	1.41	4.63	1.60	2.09	N.S.
Non SS	9	4.22	1.09	6.11	1.90	2.92	$p < .02$
CS 014	15	5.13	1.30	6.47	1.46	4.09	$p < .01$
SS	8	5.38	1.19	6.50	0.93	2.37	$p < .05$
Non SS	7	4.86	1.46	6.43	1.99	3.03	$p < .05$
Total CS	52	4.48	1.46	5.60	1.68	5.11	$p < .001$
SS	26	4.35	1.65	5.27	1.61	2.57	$p < .02$
Non SS	26	4.62	1.27	5.85	1.67	3.72	$p < .01$

Table 11

Writing Pre To Posttest Scores For College Skills Students In Fall And Spring Semesters 1985-86

Fall Semester		Pretest		Posttest			
Group	N	$\overline{X}$	SD	$\overline{X}$	SD	t	
All CS	87	4.41	1.52	5.32	1.72	4.70	$p < .001$
All SSP	58	4.48	1.61	5.47	1.72	3.93	$p < .001$
All Non SSP	29	4.28	1.33	5.03	1.70	2.49	$p < .02$
Spring Semester							
All CS	52	4.48	1.46	5.60	1.68	5.11	$p < .001$
All SSP	26	4.35	1.65	5.27	1.61	2.57	$p < .02$
All Non SSP	26	4.62	1.27	5.85	1.67	3.72	$p < .01$

Table 12

Writing Pre To Posttest Scores For All College Skills' Students Enrolled In Fall And Spring 1985-86*

		Pretest (F '85)		Posttest (SP '86)			
Group	N	$\overline{X}$	SD	$\overline{X}$	SD	t	
Full-time CS	11	4.18	1.40	6.18	1.08	5.04	$p < .001$
Part-time CS	11	3.36	1.50	5.00	1.48	3.44	$p < .01$
All CS	22	3.77	1.48	5.59	1.40	6.10	$p < .001$

* No breakdown because all but 4 students were project.

Mathematics

Students whose Mathematics Placement Examination scores indicated that they had not yet reached the level established as an indication of competency were assigned to Mathematics Skills 065. This course has been designed for students with special remedial and developmental skill needs and operates on a highly individualized basis. Students are assigned work on specific modules based on their diagnosed areas of need. Their progress is carefully monitored and their final grades reflect the degree to which they have mastered the content. In order to receive a P grade, a student had to complete the modules assigned and to achieve 100% accuracy on the tests associated with each module. An IP grade was assigned to those students who had made significant progress in their work and were close to completing their assigned modules. Students who had not demonstrated sustained effort and therefore not made satisfactory progress were assigned a U (unsatistactory) grade.

Table 13 contains the results of the fall semester, 1985 and table 14 those of the spring semester, 1986. The levels of P and IP grades are similar to those for prior years (1983-84 83% fall, 79% spring; 1984-85 82% fall, and 79% spring). The current year's figures were 85% fall and 79% spring. The overall satisfactory grades are comparable for the Special Services Project students and College Skills students. It is interesting to note that a much higher percentage of Special Services Project students earned an IP grade in the fall semester than did their non-eligible counterparts. The pass rate is lower for this group, also, probably indicating that they started at a lower level and had to complete more modules. Overall substantial progress in mathematics skills acquisition has accurred for the College Skills students enrolled in Mathematics Skills 065.

Table 13
Number And Percentage
Of Students Receiving
Grades In Mathematics
CS065 Fall Semester,1985

Group	N	P N	P %	IP N	IP %	U N	U %
All CS	215	127	59.1	57	26.5	31	14.4
SSP	27	10	37.0	13	48.2	4	14.8
Non - Eligible Students	188	117	62.2	44	23.4	27	14.4

Table 14
Number And Percentage
Of Students Receiving
Grades In Mathematics 065
Spring Semester, 1986

Group	N	P N	P %	IP N	IP %	U N	U %
All CS	130	71	54.6	31	23.9	28	21.5
SSP	19	11	57.9	4	21.1	4	21.1
Non - Eligible Students	111	60	54.1	27	24.3	24	21.6

English As A Second Language

A substantial part of the Special Services Project is the delivery of developmental and remedial instruction to those students for whom English is a non-native language. This instruction, which includes instruction in oral and written English, is carried out on the Main Campus of Rockland Community College and at three off-campus Learning Centers. Because the curriculum, amount of instruction and methodologies vary greatly from site to site, each center's results are treated separately in the data analysis and the data is not summarized across centers (data from the course at the Nyack Center was too sparse to allow for its inclusion in the data analysis. One of the major differences is that ESL at Main Campus is essentially full-time.

Students' placement in sections of classes, and subsequent instructional emphases, are determined by performance on the English Placement Examination (that is by scores on a writing sample and by scores on the Descriptive Tests of Language Skills DTLS). During the fall semester, only a small number of students at Spring Valley and no students at Haverstraw took both pre and posttests. Instructors judged the students' readiness to take the examination as a pretest, based both on interviews and observations of their skill levels.

DTLS Results

Data presented in Table 15 indicate that the students who took both pre and posttests at Main Campus and Spring Valley made, on average, statistically significant gains in reading as measured by the DTLS. This was especially true for students who were included in the Special Services Project and for those who were not eligible for inclusion. The scores in writing for the fall semester are also significant for both campuses and for all subgroups except for the Special Services Project students on Main Campus (Table 16).

During the spring semester the results are somewhat more mixed. During this semester more English As A Second Language (ESL) students were given both pre and posttests at Main Campus and Spring Valley. Caution must be exercised in generalizing about the Haverstraw population because scores are available for only about 15% of that group. The scores available from Haverstraw are probably overstated in so far as the lowest level students are not given pretests.

Students enrolled in the spring semester tend to have lower DTLS posttest scores than do students enrolled in the fall semester (Table 17). There were statistically significant gains for students on Main Campus and at Haverstraw, but Special Services Project Students showed only small and not statistically significant gains at any learning site. The level of skills of students at Haverstraw is especially noteworthy, with posttest mean scores generally at a level lower than pretest means at either of the two other Learning Centers.

Spring semester writing scores (Table 18) showed statistically significant gains on average for all students enrolled at the Main Campus and at Spring Valley. Haverstraw gains were statistically significant for only a small group of non-project students. Again note that Haverstraw posttest mean scores only approach the level of pretest mean scores at the other two sites.

In summary the results tend to be mixed with the exception of Main Campus where gains in both reading and writing appear to be consistently significant for the fall and spring semester. Spring Valley shows gains in both reading and writing in the fall semester, but only in writing in the spring semester. The Haverstraw sample showed moderate gains in reading but insignificant gains in writing.

Table 15

DTLS Pre To Posttest Scaled Scores For All ESL Students For Fall Semester, 1986 By Campus And Project Status

Group	N	Pretest		Posttest		t	
		$\bar{X}$	SD	$\bar{X}$	SD		
Main Campus	131	3.71	2.76	6.02	4.55	6.21	$p < .001$
SSP	53	3.25	2.32	5.17	3.87	3.71	$p < .001$
Non SSP	78	4.03	2.99	6.59	4.89	4.91	$p < .001$
*Spring Valley	24	4.04	3.78	6.17	4.51	3.61	$p < .01$
SSP	13	4.08	3.59	5.62	3.23	2.50	$p < .05$
Non SSP	11	4.00	4.17	6.82	5.78	2.61	$p < .05$

Haverstraw - No reading pretests were administered

* Scores were available for about 15% of the Spring Valley group; therefore caution must be exercised in generalizing about this population.

Table 16

Writing Pre To Posttest Scores For All ESL Students For Fall Semester, 1985 By Campus And Project Status

Group	N	Pretest $\overline{X}$	SD	Posttest $\overline{X}$	SD	t	
Main Campus	131	3.69	1.32	4.17	1.56	3.97	$p < .001$
SSP	53	3.92	2.75	3.83	1.22	-.24	N.S.
Non SSP	78	3.78	1.45	4.40	1.72	2.43	$p < .01$
*Spring Valley	24	2.92	1.25	3.63	1.56	3.59	$p < .01$
SSP	13	2.85	1.28	3.31	1.18	2.40	$p < .05$
Non SSP	11	3.00	1.26	4.00	1.90	2.66	$p < .05$

Haverstraw - No writing pretests were given

* Scores were available for about 15% of this group; therefore, caution must be exercised in generalizing about this population.

Table 17
DTLS Pre To Posttest Scaled
Scores For All ESL Students
For Spring, 1986 By Campus
And Project Status

Group	N	Pretest $\overline{X}$	SD	Posttest $\overline{X}$	SD	t	
Main Campus	157	3.93	3.20	5.45	4.53	4.88	$p < .001$
SSP	43	4.16	3.40	4.81	4.39	1.07	N.S.
Non SSP	114	3.84	3.14	5.68	4.57	5.15	$p < .001$
Spring Valley	85	3.72	4.60	4.35	4.70	1.23	N.S.
SSP	32	4.63	4.94	5.63	5.39	1.17	N.S.
Non SSP	53	3.17	4.34	3.58	4.10	.63	N.S.
* Haverstraw	15	2.07	2.69	3.53	4.60	2.55	$p < .05$
SSP	9	1.78	1.99	3.11	4.31	1.50	N.S.
Non SSP	6	2.50	3.67	4.17	5.34	2.07	N.S.

*Scores were available for about 15% of this population; therefore caution must be exercised in generalizing about the entire population. Scores are probably overstated for this population because reading pretests are not given to lower level students.

Table 18

Writing Pre To Posttest Scores For All ESL Students For Spring, 1986 By Campus And Project Status

		Pretest		Posttest			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main Campus	197	3.56	1.32	4.31	1.47	6.44	$p < .001$
SSP	43	3.58	1.22	4.28	1.12	3.14	$p < .01$
Non SSP	114	3.55	1.36	4.32	1.59	5.58	$p < .001$
Spring Valley	85	3.34	1.31	3.69	1.50	2.51	$p < .02$
SSP	32	3.47	1.19	3.94	1.59	2.06	$p < .05$
Non SSP	53	3.26	1.39	3.55	1.45	1.65	N.S.
*Haverstraw	15	2.87	0.83	3.47	0.92	2.00	N.S.
SSP	9	3.00	0.75	3.44	1.13	.89	N.S.
Non SSP	6	2.67	0.82	3.50	0.55	4.54	$p < .01$

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* Scores were available for about 15% of this population; therefore caution must be exercised in generalizing about the entire population. Scores are probably overstated for this population because pretests are not given to lower level students.

Over the years, the English Language Institute Test has been used as both a pre and posttest in the ESL classes. This measure purports to assess skills in English usage in the areas of grammar, syntax, idioms, aural language and vocabulary.

English Language Institute Test

Tables 19 and 20 present the data on the English Language Institute Test for the fall and spring semesters respectively. The pattern of gain is reasonably consistent across all campuses and all groups for fall and spring semesters with the exception of the Special Services Project students at Main Campus and Haverstraw in the spring semester. Spring entry and exit scores tend to be higher at Spring Valley in the spring (compared to Spring Valley fall semester scores) and although entry scores tend to be higher at Haverstraw in the spring semester, exit scores tend to be the same as fall semester exit scores. Scores at Main Campus tend to be similar for fall and spring semesters. It should be noted that English Language Institute Test scores for Main Campus are probably understated because higher level students do not take this test at the end of the semester. Again it should be noted that Haverstraw scores on this instrument are generally significantly lower than those at the other two centers, with mean posttest scores at Haverstraw significantly lower than mean pretest scores at either Spring Valley or Main Campus for both fall and spring semesters. Scores on this measure tend to be higher for this academic year than in other academic years. It seems reasonable to conclude that there have generally been gains in over-all English skills in the ESL groups, with greater and more consistent gains being noted at Main Campus which provides a full time sequence of courses.

Gains seem to be somewhat greater in the 1985-1986 academic year than in prior years.

Table 19
English Language Institute Test
Pre to Posttest Scores for ESL
Students for Fall Semester, 1985
by Campus and Project Status

		Pretest		Posttest			
Group	N	$\overline{X}$	SD	$\overline{X}$	SD	t	
*Main Campus	103	35.41	10.51	40.37	7.02	6.07	$p < .001$
SSP	55	34.80	9.92	40.40	6.33	4.69	$p < .001$
Non SSP	48	36.10	11.21	40.33	7.80	3.73	$p < .001$
Spring Valley	123	30.39	12.46	35.28	10.27	6.91	$p < .001$
SSP	58	30.55	11.26	35.34	10.05	4.49	$p < .001$
Non SSP	65	30.25	13.52	35.22	10.54	5.25	$p < .001$
Haverstraw	60	15.37	11.61	24.42	9.58	10.20	$p < .001$
SSP	43	15.70	11.65	24.00	9.81	7.34	$p < .001$
Non SSP	17	14.53	11.82	25.47	9.18	8.87	$p < .001$

---

* Score results are probably understated because higher level students are not given posttests on this measure.

Table 20

English Language Institute Test Pre To Posttest Scores For All ESL Students For Spring Semester, 1986 By Campus And Project Status

		Pretest		Posttest			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
*Main Campus	93	34.09	10.93	39.61	6.98	5.39	$p < .001$
SSP	20	34.55	8.97	39.25	7.14	1.87	N.S.
Non SSP	73	33.96	11.46	39.71	6.98	5.13	$p < .001$
Spring Valley	111	34.19	10.87	38.14	9.54	5.77	$p < .001$
SSP	41	36.46	9.42	39.54	8.73	3.89	$p < .001$
Non SSP	70	32.86	11.49	37.31	9.96	4.54	$p < .001$
Haverstraw	81	22.85	12.23	24.77	11.55	2.33	$p < .05$
SSP	49	23.41	12.17	23.49	11.72	0.08	N.S.
Non SSP	32	22.00	12.46	26.72	11.20	3.65	$p < .001$

---

* Scores are probably understated because higher level students are not given posttests on this measure.

Data are presented in Table 21, Table 22 and Table 23 for students who were enrolled in both fall and spring semesters at all three learning sites. Table 21 presents pre to posttest DTLS for continuing students. Significant gain scores were found at Main Campus for Special Services Project and non-eligible students, at Spring Valley for the combined group and for no groups at Haverstraw. As with the College Skills data, continuing students tend to have lower scores than students who attend for one semester.

The data presented on writing scores for the continuing group in Table 22 tend to portray a semewhat more favorable picture. Continuing students showed gain on all campuses. Special Services Project students gained significantly at all campuses except Haverstraw. Again entry level writing scores for this group tend to be lower but exit scores tent to be comparable to exit scores for fall and spring semesters with the exception of Haverstraw where exit scores for continuing students were lower than spring semester exit scores.

English Language Institute Test scores for continuing students tended to be similar to writing test results for continuing students (Table 23). Significant gains were demonstrated at all three campuses. Special Services Project students showed significant gains at Main Campus and Spring Valley but not at Haverstraw. Again with this group the pattern of lower scores at Haverstraw than at the other two sites is noted. Also of note is that many fewer students continued for two semesters at Haverstraw than at the other two centers in spite of their obviously greater need for developing language skills.

Given the data presented, attention must be given to the nature of the clientele at Haverstraw and to the nature of the instructional program there. The population at this center appears to be greatly in need of improved language skills, but the data suggest that there is a serious question about the ability of the instructional program as it is presently constituted to meet these needs. This recommendation is not meant to deny nor to denigrate the real gains in skills that have been made at Haverstraw, but to raise the issue of developing more effective, efficient and compelling courses and instructional strategies for this Learning Center.

Table 21

DTLS Pre To Posttest Scaled Scores For ESL Students Enrolled In Both Fall And Spring Semesters By Campus And Project Status

		Pretest		Posttest			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main Campus	97	3.14	2.73	4.98	4.22	4.29	$p < .001$
SSP	40	3.35	2.95	4.93	4.55	2.43	$p < .05$
Non SSP	57	3.00	2.58	5.02	4.02	3.23	$p < .01$
Spring Valley	56	2.96	3.06	4.46	4.82	2.30	$p < .05$
SSP	30	3.47	3.35	5.50	5.54	1.95	N.S.
Non SSP	26	2.38	2.64	3.27	3.57	1.18	N.S.
Haverstraw	13	2.54	2.60	2.69	3.77	.276	N.S.
SSP	9	1.67	1.32	1.67	.866	.00	N.S.
Non SSP	4	4.50	3.87	5.00	6.68	.26	N.S.

Table 22

Writing Pre To Posttest Scores For All ESL Students Enrolled In Both Fall And Spring Semester By Campus And Project Status

Group	N	Pretest		Posttest		t	
		X	SD	X	SD		
Main Campus	97	3.38	1.17	4.33	1.35	6.76	p .001
SSP	40	3.43	1.13	4.43	1.36	4.37	p .001
Non SSP	57	3.35	1.20	4.26	1.36	5.05	p .001
Spring Valley	56	3.18	1.21	3.66	1.52	2.76	p .01
SSP	30	3.30	1.26	3.93	1.64	2.35	p .05
Non SSP	26	3.04	1.15	3.35	1.32	1.29	N.S.
Haverstraw	13	2.08	0.28	2.62	0.77	2.83	p .05
SSP	9	2.00	0.00	2.44	0.73	1.71	N.S.
Non SSP	4	2.25	0.50	3.00	0.82	2.61	N.S.

Table 23

English Language Institute Test Pre To Posttest Scores For All ESL Students Enrolled In Both Fall And Spring Semester By Campus And Project Status

		Pretest		Posttest			
Group	N	$\overline{X}$	SD	$\overline{X}$	SD	t	
*Main Campus	43	31.74	11.02	39.28	7.01	5.06	$p < .001$
SSP	18	30.33	9.89	39.28	5.74	3.35	$p < .01$
Non SSP	25	32.36	11.91	39.28	7.91	4.09	$p < .001$
Spring Valley	65	29.69	12.23	38.75	8.29	8.52	$p < .001$
SSP	35	31.83	11.83	40.29	8.19	6.18	$p < .001$
Non SSP	30	27.20	12.42	36.97	8.19	5.78	$p < .001$
Haverstraw	18	18.72	11.31	26.17	11.48	3.32	$p < .01$
SSP	13	17.31	10.10	23.92	11.64	1.76	N.S.
Non SSP	5	22.40	14.62	32.00	9.72	2.26	N.S.

---

* Scores for this group are probably understated because higher level students are not given posttests on this measure.

In summary, the data presented for English As A Second Language students showed mixed results. Generally the greatest gains in reading, writing and usage were associated with the full-time sequence of courses offered at Main Campus, although the part-time students at Spring Valley did almost as well. The data from Nyack are too incomplete to be able to generalize about the course there. Haverstraw students showed some gains but the data suggest that the population at Haverstraw is different from that at the other two sites and/or that the program is somewhat less effective than at the other sites. There can be no question, however, that on the whole the ESL students have shown significant gains in basic language skills.

VI. SUMMARY AND RECOMMENDATIONS

The target population for the Special Services Project which was selected through needs assessment represented a large population of minority students who were educationally disadvantaged or had limited English language skills and who were low-income first generation college students. Comprehensive services including assessment and advisement, classroom instruction, individualized learning activities, group counseling and individual referral counseling, and tutoring were provided. A major indicator of the effectiveness of the Special Services Project has been the increase in students' performance.

Each of the areas in the evaluation section is summarized and some recommendations are posed.

Reading

Special Services Project students overall enrolled in College Skills courses in the fall semester and those enrolled in College Skills courses in the spring semester made statistically significant gains on the pre to posttest, Descriptive Tests of Language Skills (DTLS). However, during the fall semester the students enrolled in the partial skills program (CS 071) and the lower level full skills program failed to make statistically significant gains. In the spring semester the only sub-group with statistically significant gains is the reading course group (CS 029). It should be noted that this is not the first academic year in which the lower level group has failed to make statistically significant gains. It seems evident that those students in the lower modules are very different from others in other modules in the program

DTLS data also shows that Special Services Project and ineligible students are very similar in the fall semester, but are more diverse in the spring semester. This difference is probably an artifact of the selection process. A higher proportion of new students added to the project in the spring semester tend to be first generation college students who meet the criteria for both financial and educational need whereas those students enrolled in the project in the fall semester meet the criteria for educational need only. It is also possible that some of the Special Services clientele have passed from College Skills into the mainstream at the end of the fall semester, therefore resulting in an overall group with greater need in the spring semester.

During both the fall and spring semesters the students' pre and pottest scores on the Nelson-Denny Reading Test Form E were statistically significant at each level. Pre to posttest gains of 1.5 to 2.0 years in grade equivalent scores occurred in each semester. Those students enrolled full time for both semesters averaged about four years growth during the academic year. Students enrolled part time averaged two years again.

While there can be no question that College Skills is having a positive impact on the reading skills of the clientele, special attention should be given to the needs of the students in the lower modules and of those enrolled in the partial program. Curriculum and program development and the length of time (contact hours and number of semesters) that students may need remedial/developmental services should be examined.

Data indicates that students enrolled in English As A Second Language courses in the fall semester on Main Campus and at Spring Valley made, on average, statistically significant gains in reading as measured by the DTLS. Students enrolled in the spring semester did not make significant gains. Students enrolled in the spring semester tend to have lower DTLS posttest scores than do students enrolled in the fall semester. It will be important to determine through project evaluation in 1986-1987 whether a similar pattern exists.

The level of skills of students at Haverstraw is especially noteworthy. During the fall semester only a small number of students took both pre and posttests. In the spring semester the posttest mean scores at Haverstraw were generally at a level lower than pretest means at either of the two other learning sites. It appears that the Special Services Project clientele in Haverstraw are initially much more educationally disadvantaged than the Special Services Project clientele enrolled at the other campuses.

Writing

The pre to posttest scores in writing for Special Services Project students enrolled in College Skills courses in the fall and the spring semesters improved significantly. However, statistically significant gains were not made by students enrolled in the lower modules or in the partial program. While the general effect of instruction has been beneficial, special attention should be given to the needs of the lower level and partial skills groups.

Spring semester writing scores for English As A Second Language students showed statistically significant gains on average. However, the gains by those students in Haverstraw were not statistically significant. Again the Haverstraw posttest mean scores only approach the level of pretest mean scores at the other sites.

Mathematics

A total of 85% of the Special Services Project students received a P (Pass) or IP (In Progress) grade in Mathematics Skills in the fall semester and 79% received a P or IP in the spring semester. The grades are similar to those for prior years of the project and the overall satisfactory grades are comparable for Special Services Project clientele and College Skills students. It is interesting to note that a higher percentage of Special Services Project students earned an IP grade in the fall semester than did the non eligible group. Special attention should be given to this group to assure that the students complete the course requirements in subsequent semesters.

English As A Second Language

Students enrolled in English As A Second Language courses were tested for their facility in English usage on the English Language Institute test as both pre and posttest. Special Services Project students enrolled in the fall semester made statistically significant gains and those enrolled in the spring semester at Spring Valley made statistically significant gains. Students enrolled in both the fall and spring on Main Campus or in Spring Valley also had significant gains.

The pattern of lower scores at Haverstraw than at the other sites again is noted. Also of importance is that many fewer students continued for two semesters at Haverstraw than at the other centers in spite of their obviously greater need for developing language skills.

In each of the skill areas examined there is evidence of improvement. Data shows that those students who enter College Skills or English As A Second Language with higher pre scores in reading and writing tend to make greater progress and are able to complete the course requirements more quickly than those with lower entering scores. There was some consistency noted in the results of this academic year with those of earlier years, suggesting that the 1985-86 cohort is likely to do as well as earlier groups of students as they progress at Rockland Community College.

It appears that the Special Services Project population may include some students who need support beyond that which is currently provided by the project. Students entering the college with the lowest levels of proficiency in reading, writing, mathematics and English language skills seem to have needs which are not currently being met satisfactorily. The needs of the English As A Second Language population enrolled full time at Haverstraw and the College Skills population enrolled part-time on Main Campus and at Haverstraw should be examined thoroughly. Of special importance is an analysis of the goals and expectations of these populations. Consideration might be given to alternate literacy programs which might serve the students more effectively. The needs of these populations should also be examined carefully in relation to plans for the future design of the Special Services Project.

APPENDICES

Special Services Project
Rockland Community College
1985 - 1986

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Appendix A

Competence Assessment

To ensure that all students are placed into coursework appropriate to their skills, Rockland Community College has a policy of universal assessment for placement in English and mathematics courses. The English Assessment consists of an evaluation of reading comprehension and a writing sample on a given topic. Students may be placed in English Composition, College Skills, or English as a Second Language courses. The Mathematics Assessment includes a computation section which students are required to take and an algebra section which students are encouraged to take. Students may be placed in Mathematics Skills, College Mathematics, Intermediate Algebra, or one of the more advanced courses offered by the Mathematics Department.

First-Time College Students

- All entering students who have not previously attended college and are planning full-time enrollment (12 or more degree credits) should take the English and Mathematics Placement Examinations as soon as possible after acceptance into the College but before registration for courses. This includes students enrolling at local learning centers and sites.
- An entering student does not have to take the English Placement Examination if, in the judgment of the English as a Second Language (ESL) faculty coordinator or College Skills instructor, the student cannot perform on the test and is to be placed into a beginning section of ESL or Communication Skills (CS011, or CS071 or CS072) with no other courses. A waiver form for the EPE must be signed by the ESL coordinator or College Skills instructor and filed in the Office of the Director of Assessment and Placement.
- Part-time students who intend to register for a credit-bearing mathematics course must take the Mathematics Placement Examination prior to enrolling in such courses regardless of number of credits earned.
- Part-time students who intend to register for their first English language course (College Skills, English as a Second Language, or English 101) or Business Correspondence (EN 110, BU 110) must take the English Placement Examination prior to enrollment regardless of number of degree credits earned.
- All other part-time students enrolling for less than 12 credits will be required to take the English and Mathematics Placement Examination prior to registering for their sixteenth degree credit.

Transfer Students

- In accordance with the College's policy on Advanced Standing, transfer students may be exempt from the English and/or Mathematics Placement Examinations based on a review of their previous academic record. However, students applying to specific programs may be required to take English and/or Mathematics Placement Examinations.

Retaking Placement Tests and Appeals Procedure

- Students are allowed to take the English and/or Mathematics Placement Examination only once for each semester's placement. Only those sections of the examination necessary for placement in specific courses need to be retaken.
- Students who wish to appeal the placement decision in English or Mathematics should obtain information regarding the appeals procedure from the Office of Assessment and Placement. ■

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Appendix B

NEEDS ASSESSMENT - 1985 - 1986

Special Services/College Skills

The initial phase of needs assessment was handled through the Rockland Community College Competency Assessment process. Services included the administration and scoring of the English Placement Examination (Writing Sample and DTLS Reading Test) and the Mathematics Placement Examination (Arithmetic and Algebra). The scores of students placed into College Skills were referred to the College Skills staff for the second phase of assessment to accomplish the following:

1. To provide information for placement in the Special Services Project.
2. To provide test results which will enable the staff to place students in the appropriate level of Communication Skills.
3. To provide basic general information to the student regarding College Skills.
4. To provide the staff with general information about the student's educational and vocational interests and background.
5. To assist the students with course selection and college registration.
6. To refer any students for assistance in securing financial aid.

SCHEDULE FOR FALL, 1985

Assessment for Fall, 1985 took place on the following dates:

May 13, 17, 20, 21, 22, 1985

August 26, 27, 28, 29, 1985

September 3, 4, 6, 9, 10, 11, 12, 1985

SCHEDULE FOR SPRING, 1986

December 18, 19, 20, 1985

January 16, 17, 21, 22, 23, 24, 27, 28, 29, 1986

February 3 - 7, 1986

PROCESS

Students were assigned appointment times by the Assistant to the Project Director. Each day divided into morning and afternoon sessions (9:00 - 11:30 a.m. and 1:00 - 3:00 p.m.) to accommodate 18 students per session or a total of 36 students per day.

Activities were as follows:

1. Conference with Communication Skills instructor during which test results, placement and salient points of College Skills were discussed.
2. 15-20 minute meeting with counselor-tutor to fill out paperwork for registration.
3. 15-20 minute meeting with counselor or paraprofessional for course advisement, financial aid, etc.
4. 10 minute meeting with counselor-tutor or paraprofessional for completion of registration materials.

STAFF RESPONSIBILITIES

Acting Coordinator - College Skills

1. Coordinate College Skills faculty and staff activities as they relate to needs assessment process.
2. Assign professionals and paraprofessionals for needs assessment.
3. Disseminate math placement decisions to appropriate instructors.
4. Discuss with Communication Skills faculty the final placement decisions prior to individual conferences when necessary.
5. Keep on file all tests and writing samples, distribute them to appropriate instructors, both for needs assessment and also class purposes, and return them to the Office of Assessment and Placement
6. Maintain records of needs assessment participants, scores and placement decisions.
7. Arrange conferences for above students.
8. Be available throughout needs assessment period for trouble-shooting.

9. Secure advisement packets and advisement cards for all students.

10. Keep on file all registration packets.

11. Keep accurate Master Schedule tally of number of students enrolled in all College Skills sections and Psychology/ Counseling Seminars which are coordinated with College Skills - day and evening programs.

12. Inform all counselors of registration and advisement procedures and schedules for College Skills Courses

13. Provide liaison to Special Services Director.

COMMUNICATION SKILLS INSTRUCTORS

1. Determine placement within College Skills.

2. Conduct conferences with students.

3. Provide counselor with written record of placement in Communication Skills.

4. Assist in record-keeping.

PARAPROFESSIONALS AND COUNSELOR-TUTORS

1. Assist students in completing registration forms.

2. Record names of students enrolling in College Skills sections and Psychology/Counseling Seminars.

MASTER COUNSELORS/ASSESSMENT SPECIALISTS

1. Advise students into College Skills.

2. Plan program with the students.

3. Assist in the registration process.

PLACEMENT GRID - COLLEGE SKILLS

WRITING SAMPLE	DTLS All Forms SCALED SCORE	PLACEMENT
0 - 2	1 - 3	CS 011
0 - 2	4 - 7	CS 012
3 - 4	1 - 3	CS 012
0 - 2	8+	CS 013
3 - 4	4 - 7	CS 013
6 - 7	0 - 3	CS 013
3	8+	CS 014
4	8 - 9	CS 014
6 - 7	4 - 8	CS 014
4	10+	CS 040/041

Revised
8/13/85

ROCKLAND COMMUNITY COLLEGE

Scaled score

PLACEMENT DETERMINANT

WRITING SAMPLE	DTLS (SCALED SCORE)	PLACEMENT
11 or 12	22-25	EN 101 Honors
11 or 12	11-21	EN 101
8-10	11-25	EN 101
8-11	1-10	EN 101 and CS 029
6 or 7	11 or better	EN 101 and EN 890 or EN 101 International and EN 891
6 or 7	9-10	EN 101 EGR and CS 029 and EN 890
6 or 7	below 9	College Skills or ESL
less than 6	1-25	College Skills or ESL

NEEDS ASSESSMENT STAFFING

FALL, 1985 Semester 9:00 - 11:30 a.m. and
1:00 - 3:30 p.m.

May 13, 1985

Instructors	Counselors
Jean Bushelon	Terence Hannigan
Neal Levy	Mary Ann Kezmarsky
Gerry Rosen	Jeff Peters
	Cleta Ciulla
	Counselor-Tutors
	Marge Zemek
	Kathi Brown

May 17, 1985

Instructors	Counselors
Jean Bushelon	Terence Hannigan
Neal Levy	Mary Ann Kezmarsky
Gerry Rosen	Jeff Peters
	Cleta Ciulla
	Counselor-Tutors
	Cathy Davis
	Kathi Brown

May 20, 1985

Instructors	Counselors
Jean Bushelon	Terence Hannigan
Neal Levy	Mary Ann Kezmarsky
Gerry Rosen	Jeff Peters
	Cleta Ciulla
	Counselor-Tutors
	Karen O'Connell
	Kathi Brown

NEEDS ASSESSMENT STAFFING - cont'd

May 21, 1985

Instructors

Jean Bushelon
Neal Levy
Gerry Rosen

Counselors

Terence Hannigan
Mary Ann Kezmarsky
Jeff Peters
Cleta Ciulla

Counselor-Tutors

Karen O'Connell
Kathi Brown

May 22, 1985

Instructors

Jean Bushelon
Neal Levy
Gerry Rosen

Counselors

Terence Hannigan
Mary Ann Kezmarsky
Jeff Peters
Cleta Ciulla

Counselor-Tutor

Kathi Brown

August 26,1985

Instructors

Gerry Rosen

Counselors

Mary Ann Kezmarsky
Jeff Peters
Cleta Ciulla

Counselor-Tutor

Marge Zemek
Kathi Brown

August 27, 1985

Instructors

Gerry Rosen

Counselors

Mary Ann Kezmarsky
Jeff Peters
Cleta Ciulla

Counselor-Tutors

Marge Zemek
Kathi Brown

NEEDS ASSESSMENT STAFFING - cont'd

August 28, 1985

Instructors

Jean Bushelon

Counselors

Mary Ann Kezmarsky
Jeff Peters
Cleta Ciulla

Counselor-Tutors

Marge Zemek
Kathi Brown

August 29, 1985

Instructors

Jean Bushelon

Counselors

Mary Ann Kezmarsky
Jeff Peters
Cleta Ciulla

Counselor-Tutors

Marge Zemek
Kathi Brown

Sptember 3, 4, 6, 9, 10, 11, 12, 1985

Instructors

Jean Bushelon
Neal Levy
Gerry Rosen

Counselors

Mary Ann Kezmarsky
Jeff Peters
Cleta Ciulla

Counselor-Tutors

Kathi Brown

NEEDS ASSESSMENT STAFF - cont'd

Spring, 1986 Semester 9:00 - 11:30 a.m. and
1:00 - 3.30 p.m.

December 18, 1985

Instructors

Jean Bushelon
Gerry Rosen
Neal Levy

Counselors

Jeff Peters
Mary Ann Kezmarsky
Cleta Ciulla

Counselor-Tutors

Kathi Brown

December 19, 1985

Instructors

Jean Bushelon
Gerry Rosen

Counselors

Cleta Ciulla
Mary Ann Kezmarsky

Counselor-Tutors

Kathi Brown

December 26, 1985

Instructors

Jean Bushelon
Gerry Rosen
Neal Levy

Counselors

Jeff Peters
Mary Ann Kezmarsky
Cleta Ciulla

Counselor-Tutors

Kathi Brown

January 16, 17, 1986

Instructors

Gerry Rosen

Counselors

Jeff Peters
Cleta Ciulla
Mary Ann Kezmarsky

Counselor-Tutors

Kathi Brown

NEEDS ASSESSMENT STAFFING cont'd

January 21, 22, 23, 1986

Instructors	Counselors
Neal Levy	Jeff Peters Cleta Ciulla Mary Ann Kezmarsky
	Counselor-Tutors
	Kathi Brown

January 24, 1986

Instructors	Counselors
Jean Bushelon	Jeff Peters Cleta Ciulla Mary Ann Kezmarsky
	Counselor-Tutors
	Kathi Brown

January 27, 1986

Instructors	Counselors
Gerry Rosen	Jeff Peters Cleta Ciulla Mary Ann Kezmarsky
	Counselor-Tutors
	Kathi Brown

January 28, 29, 1986

Instructors	Counselors
Jean Bushelon	Jeff Peters Cleta Ciulla Mary Ann Kezmarsky
	Counselor-Tutors
	Kathi Brown

NEEDS ASSESSMENT STAFFING cont'd

February 3 - 7, 1986

Instructors

Jean Bushelon
Gerry Rosen
Neal Levy

Counselors

Jeff Peters
Cleta Ciulla
Mary Ann Kezmarsky

Counselor-Tutors

Kathi Brown
Marge Zemek

MK:pbd
5/21/86

Appendix C

____
Semester

ROCKLAND COMMUNITY COLLEGE
SUFFERN, NEW YORK 10901

CONTRACT FOR EDUCATIONAL SERVICES

This agreement is between Rockland Community College, Suffern, New York

and ______________________________ ______________________________
Name Address

BASIC PREMISES:

1. Rockland Community College is an educational institution and desires to provide counseling and developmental instruction in reading, writing, study skills and mathematics.

2. ______________________________wishes to improve his/her skills in reading, writing, study skills and mathematics so as to achieve a clearer understanding of his/her level of academic skill and to prepare for college course work.

3. ______________________________would like to take advantage of whatever financial aid is available to him/her.

____
Date

Revised
8/7/84

75-76

Appendix D

LEARNING ACTIVITY PROPOSAL

DATE: May 15, 1986

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: Introduction to College Writing DEPT/PROGRAM College Skills

PROPOSED BY: Neal Levy

CHECK ONE: x New ___ Revised

CREDIT HOURS 0 CONTACT HOURS 4 MAX NO. OF STUDENTS 23

PRE-REQUISITES: ______

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I:	Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)
Section II:	Competencies to be Learned
Section III:	Detailed Outline of Content
Section IV:	Description of Specific Learning Activities
Section V:	Special Facilities, Equipment or Materials Required, if any.
Section VI:	Criteria for Evaluation of each Competency to be Learned
Section VII:	Evaluation Methods to be used
Section VIII:	A - Required Text(s) B - Related Readings 1. books 2. periodicals 3. other

APPROVALS:

Approved Dept Date

Approved Ass't Dean Date

Approved V.P./Dean Date

Course No: CS 028

77-78

LEARNING ACTIVITY PROPOSAL

Section 1 - JUSTIFICATION

This course is required for students who are assigned as a result of scores on the English Placement Examination (EPE). Those students who are identified by the EPE testing as deficient in writing only, with a score of "4" on the writing sample, will be required to enroll in the course. To be eligible for CS 040/41 students are required to score above the scaled cut-off point on the D.T.L.S. reading test. Students must complete the requirements of the course and subsequently score at least a "6" on the writing portion of the EPE in order to enroll in a credited English class.

Section 2 - CATALOGUE DESCRIPTION

CS 028 Introduction to College Writing - 3 lecture hours, 1 hour CAI Lab (Students may require additional lab time), 4 contact hours, non-credit. Offered for students who achieved a minimum passing score on the reading section of the English Placement Examination but who need to achieve a minimum passing score on the writing section of the English Placement Examination. This course presents information and practice to develop these skills important to beginning college writers. Emphasis is on learning to incorporate unity, support, coherence, and sentence skills into the process of writing. The goal of the course is to enable students to achieve a level of writing proficiency required for admission into a credited English Composition course.

Students will improve writing abilities through information and exercises applied to the writing process. Skills' emphasis in the areas of word usage, sentence usage, and paragraph and essay development will be incorporated into frequent writings. Students enrolled in CS 040/41 will develop competencies in the following topics:

A. The Process of Writing

1. Students will learn to use four different ways in beginning the writing process
2. Students will know and incorporate four steps into their writing that help make the process complete
3. Students will apply techniques of revision and editing to their work

B. Word Usage Skills

1. Students will learn to use the word which fits the meaning best
2. Students will increase spelling accuracy
3. Students will recognize parts of speech and use them correctly

C. Sentence Skills

1. Students will learn to identify the subject and verb of the sentence
2. Students will master subject-verb agreement within the sentence unit
3. Students will develop an understanding and correct use of both appropriate and consistent verb tense
4. Students will learn to incorporate accurate pronoun reference and agreement into their writing
5. Students will learn to eliminate faulty parallelism from their writing
6. Students will learn to distinguish between simple, compound, and complex sentences and to use each correctly
7. Students will learn to recognize and eliminate major sentence structure errors (fragments and run-ons) from their writing

D. Paragraph Skills

1. Students will learn to develop an effective topic sentence
2. Students will generate specific evidence to support the topic sentence
3. Students will learn to organize and connect specific evidence in the paragraph
4. Students will develop different types of paragraphs including description, narration, time order, comparison/contrast, and cause/effect.

E. Essay Skills

1. Students will learn to recognize and use the standard five paragraph form for an essay
2. Students will learn how to plan an essay
3. Students will learn how to develop an effective thesis statement
4. Students will learn how to use common methods to formulate an introductory paragraph
5. Students will learn how to use common methods to formulate a concluding paragraph
6. Students will learn how to incorporate effective support (body) paragraphs into the essay

Section 5 - DESCRIPTION OF SPECIFIC LEARNING ACTIVITIES

Students will learn those competencies previously specified through a variety of activities including classroom lecture, discussion and note-taking, textbook reading and exercise completion, use of C.A.I. materials, and - most importantly - their own regular writing assignments. Specific learning activities are as follows:

A. The process of writing:

1. Lecture/discussion, textbook reading and exercise completion assignments
2. In-class writing incorporating the four different ways to begin (brainstorming, free writing, listing, combination) into own work
3. Writing homework assigned and returned with explanations for revision and editing

B. Word Usage Skills

1. Lecture/discussion, textbook reading and exercise completion assignments
2. Spelling pre-test resulting in individualized profile and contract for semester long work according to indicated areas; C.A.I. spelling module

3. Own writing: formulation, analysis, and correlation of own sentences according to parts of speech; C.A.I. parts of speech module

C. Sentence Skills

1. Lecture/discussion, textbook reading and exercise completion assignments
2. C.A.I. software modules on subject verb identification and agreement, simple, compound, and complex sentences, and major sentence structure errors
3. Own writing: formulation, analysis and correlation of subject-verb agreement, verb tense, pronoun usage, and major sentence structure errors (run-ons and fragments)

D. Paragraph Skills

1. Lecture/discussion, textbook reading and exercise completion assignments
2. Freewriting followed by narrowing and shaping exercises to formulate topic sentences; brainstorming to list specific support ideas; generalizing specific evidence into categories to organize material
3. Own writing: according to reading, discussion, and analysis of model essays, development of introductory, concluding and body paragraphs.

E. Essay Skills

1. Lecture/discussion, textbook reading and exercise completion assignments
2. Freewriting followed by selecting, narrowing and shaping exercises to formulate thesis statements; brainstorming to list specific supporting ideas; generalizing specific evidence into categories for supporting topic sentences and paragraph content
3. Own writing: according to reading, discussion, and analysis of model essays, development of introductory, concluding and body paragraphs.

Section 6 - SPECIAL FACILITIES, EQUIPMENT, OR MATERIALS REQUIRED

Overhead projectors should be available upon request. In addition, in-class time at the Computer Center must be scheduled.

Section 7, 8 - CRITERIA FOR EVALUATION OF EACH COMPETENCY TO BE LEARNED/ EVALUATION METHODS

Competencies will be evaluated in an ongoing manner in class participation, completion of learning activities and assignments, unit tests, and regular writings. A contract will be developed between the student and instructor indicating the competencies to be met, the means by which they will be achieved and the procedures by which they will be evaluated.

The unit tests will include:

1. Understanding the Writing Process - free writing, how to get started, steps in writing.
    a. Multiple choice questions
    b. List (brief explanations) questions
    c. Actual Writing - (Freewriting, revised and edited writing)
2. Word and Sentence Usage Skills - spelling techniques, subject-verb agreement, elimination of major sentence structural errors
    a. Multiple choice questions
    b. List (brief explanations) questions
    c. Actual Writing (Paragraphs with topic sentences)
3. Paragraph Skills - formulating topic sentences, generating specific support information, organizing ideas and developing varied types of paragraphs
    a. Multiple choice questions
    b. List (brief explanations) questions
    c. Actual writing - (Paragraphs of description, time orders)
4. Essay Skills - formulating thesis statements, organizing support paragraphs, developing introductory, body, and concluding paragraphs
    a. Multiple choice questions
    b. List (brief explanations) questions
    c. Actual writing (Essays including introduction, body and conclusion)

The goal of the learning activities, assignments, unit tests and regular course writings is to prepare students for retaking the E.P.E. writing test and earn a passing score (presently "6") and entry into a credited English course. Passing the EPE writing test is the ultimate requirement/criteria of evaluation for students enrolled in CS 040/41. Therefore, the competencies, activities and evaluation described above are structured in accordance with the skills necessary to accomplish this goal.

Section 9 - Required Texts

English Skills (3rd Ed.) Langan, McGraw Hill, 1985

Building College Spelling Skills - Crosby, Little Brown, 1981

Appendix E

Reports on the ESL Reinforcement Modules , Fall 1985

by David Stern

(with the assistance of
Anita Kessler
Lisa Iarkowshi
Flora Awadallah
and the earlier work of Marie Freeman)

Contents

I. The Students

II. The Counselor/Tutors

III. The Instructor of Record

IV. Curriculum and Innovation with our students

V. Liaison with ESL faculty

VI. Evaluation of course by ESL faculty, students and Counselor/Tutors

VII. Recommendations

Appendix

I. The Students

The students were those ESL students in the beginning, intermediate and advanced levels of ESL at the Suffern and Haverstraw campuses of RCC. In total, students participated in the modules (on Main Campus and at Haverstraw).

II. The Counselor - Tutors

There were 4 counselor/tutors - Anita Kessler, Flora Awadallah, Lisa Iarkowshi and Marie Freeman - under the supervision of the instructor of record, David Stern.

They were involved in training, planning, course evaluation, record - keeping and direct work with groups of 6 - 10 students. (except at Haverstraw)

Day by Day lesson planning and record - keeping

Planning was done every working day. In the beginning of the semester, the Instructor participated in planning with the tutors, as a group. Materials thought to be appropriate to each class were chosen primarily from the Special Services Project collection, decisions were made as to what skills to work on for each level, and discussion took place as to how to use the materials in each class.

Each day after class, the tutors and instructors held an evaluation/feedback session to discuss how the lessons had gone, and to discuss ways in which our work with the students could be improved.

Through this process, the tutors developed the resources to begin planning their own class activities and choosing materials for their classes. The tutors were encouraged by the Instructor (and enjoyed the freedom) to become more independent in their lesson planning. Three stages seem to have evolved over the course of semester:

In many cases, the 4 tutors for a level would use similar materials and/or activities on a given day, but in other cases, one might find all 4 tutors working on something different with each of their groups. The instructor and tutors believed that the tutors should have the final say on what they did with their classes, subject of course to the expressed desires of the students, any input received from the class teacher, the overall goals of the Reinforcement Modules (see curriculum section) and the suggestions of the Instructor.

After each class the tutors, in addition to the oral feedback session with their colleagues and/or the Instructors filled out a "record of work" form, (see attached) which encouraged reflection upon the class just finished. The "record of work" forms together constitute an after-the fact 'curriculum" for the reinforce modules in their first semester.

The training of the tutors involved the following:

1. Regular, systematic lesson planning and evaluation (described above).
2. Discussion of and orientation to the materials available in the Special Services collection. The Instructor would introduce the tutors to new books and materials which he believed would be appropriate for the students as well as encourage the tutors to explore the already existing collection, with the aid of a guide prepared by the Special Services tutors the previous semester.
3. Discussion on the interpersonal aspects of work with students, and on teacher - student and group - individual dynamics.
4. Discussion of procedural matters (recordkeeping, keys, offices, timesheets, meetings etc.) and work issues.
5. Extensive discussion of (i) teaching the writing process (materials used: La Guardia Community College Handbook for ESL tutors section on "Composition") (ii) reading (materials used: "Benchmarks in Reading"

"Course evaluation"

Not only were the tutors centrally involved in the determination of course content, they were also involved in all decisions involving course evaluation. The tutors helped develop the student course evaluation form, the teacher questionnaire and the record of work forms, as well as contributing greatly to this report. The tutors each contritubed a description and analysis of 2 lessons which worked particularly well or badly, for use by the next semester's new tutors. Their own evaluations of the course appears in the "Evaluation" section of this report.

III. The Instructor of Record

The course instructor (David Stern) was informed at the beginning of the semester that 12 new reinforcement modules were scheduled to begin the following week. It was his responsibility to ensure that these modules did indeed provide meaningful English language reinforcement to the students enrolled. His responsibilities included (but not limited to):

A. Supervision of personnel (tutors - counselers)
B. Provision of course materials
C. Development of course curriculum (including CAI)
D. Establishment of liasion in the ESL faculty
E. Institutional Requirements
F. Evaluation of Course & Recommendations
G. Tutoring

A: Supervision of Personnel

- hired new tutors at beginning of semester
- replaced sick tutors midway through semester to semester's end
- signed tutors timesheets
- met with tutors regularly
- distributed office/closet keys formally
- observed new tutors
- draw up tutors schedules
- served as channel of communication between tutors and instructor's supervisor (organized meeting to discuss tutors employment concerns)
-
-
-
-
-
-

B: Provision of Course Materials

- chose and ordered needed materials for bookshelves, library and tutors' collections
- reviewed materials
- discussed materials with tutors
- investigated computer software

C: Development of Course Curriculum

- listened to students', tutors' and faculty input on curriculums
- set general goals for each level
- participated in day by day lesson planning
-

D: Liason in the ESL faculty

- met informally with all part-time and full-time ESL faculty at Main Campus and Haverstraw
- met formally with all full-time and some faculty
- communicated through memo with all Main Campus and Haverstraw ESL faculty
- set up lunchtime meeting for tutors and teachers (main campus)
- consulted with ESL Department Chair on matters of grading, scheduling, course evaluations, and faculty liaision

E : Institutional Requirements

- completed grade cards and grade books for 12 courses (with substantial contributions by tutors)

F: Evaluation of Course & Recommendations

- orgainized student survey of all Main Campus modules, teacher questionnaire, and this report

G: Tutoring

- organized and conducted (along with tutors) ESL tutoring of individuals and small-groups (not discussed in this report)

H: Direct Instruction

- worked as instructor with one reinforcement module for full semester, and replaced sick tutor in 5 other modules for 6 weeks

IV. Curriculum and innovation with our students

(also see Lisa Larkowski reinforcement assessments in appendix)

Our October memo to the Main Campus teachers laid out the bare bones of our approach, curriculum and goals.

"At all levels, we use small group work to encourage the students and/or spoken expression, and to become more attentive in their listening and/or reading. We pay careful attention to group dynamics to create the most comfortable possible settina for acquisition of the language. We emphasize communicative competence and while recognizing the importance of grammatical accuracy, downplay the *formal* teaching of grammar *as* grammar. We use a wide variety of materials, and are guided by student input and feedback in our choice. We stress the need for students to take responsibility for their won learning.

At the beginning levels we emphasize oral-aural skills. We use short reading selections to stimulate discussion. While not requiring students to speak before they are ready, we do try to draw out the shy students.

At the low-intermediate level, we emphasize oral-aural skills but do more reading and writing than in the beginning classes.

At the high-intermediate level, we begin to stress reading and writting. We encourage also expect students to re-write compositions that have been corrected.

At the advanced level, we concentrate on composition, reading and test-taking skills. We use the group as a source of support, encouragement and constructive criticism during the writing process.

We are "inventing" the course as we go along. This is an exciting process -- one in which we welcome the insights and ideas of our students and colleagues.

Our emphases on communicative language teaching, a "natural" approach to language acquisition, composition as a process, and a student - centered classroom reflect some of the most interesting developments in the ESL field in the last decade. Our students' responses suggest that our approach does indeed have positions value in their struggle to learn to use English freely and appropriately.

Some other innovative (we believe) things we included:

1. use of video to record a class (Main Campus)
2. use of word-processing programs in microcomputers for composition (Haverstraw), with an intermediate-level class
3. organizing student trip to career fair and Main Campus tour (Haverstraw)
4. taking Haverstraw students to public library for (i) orientations (ii) a movie in English (iii) a writing assignment involving a photo exhibition of local people
5.

V. Liason with ESL faculty

This is clearly an area needing improvement, although some positive developments did occur. A number of factors inhibit closer contact:

1. The lack of a meeting room for adjunct faculty.
2. No paid time for adjunct faculty to meet with tutors or Reinforcement Module instructors.
3. The fact that the Reinforcement Instructor of Record is not a member of the ESL Department and was only invited to one departmental meeting during the semester.
4. The fact that different philosophies of teaching and views of second language acquisitions appear to be held by the Reinforcement Module instructor and the ESL full-time faculty.
5. The fact that the ESL Department was itself in a state of transition this semester.
6. The "power issues" around the status of the tutors vis a vis the adjuncts, the reinforcement modules' odd status in reading to "serve" the other ESL courses, yet possibly being most effective by being a source of innovation and not following the "prescriptions" of the classroom teacher. Question: How do we get input from them, yet only use what's useful?
7. The misrepresentation of our course as "tutoring" or "individualized instruction" and the incorrect expectations this leads to on the part of the teachers.
8. Teacher slowness in picking up and returning mail (ie. memos, questionnaires) - partly due to resentment over mailbox. (very NB)
9. Disrespect shown by a few classromm teachers to tutors when classroom teachers fail to let class out on time or discuss their classes "forgetting" that the reinforcement modules are happening!

But, on the positive side,

1. Most teachers did make a serous effort to encourage their students to come to the reinforcement classes.
2. ½ of the main campus teachers did return their questionnaires.
3. 5 of them did attend one teacher - tutor meeting.
4. Most of them did discuss informally with the tutors and/or instructors the needs of their students.
5. 5 of the teachers borrowed materials from the Special Services collection and were very enthusiastic about them.
6. The ESL Department Chairs was co-operative when asked to help on issues of grading, scheduling, course evaluation and faculty liaison.
7. The ESL full-timers were also co-operative on these issues.

VI. Evaluation of Course by ESL faculty, students and Tutor/Counselors: Only the 8 courses given on the Main Campus were formallly evaluated, since each of the 4 Haverstraw courses only had one person working with the students and therefore were never truly the kinds of reinforcement modules we had wanted to offer.

(a) Teacher questionnaire

4 of the 8 Main Campus teachers responded to our questionnaire. All 4 said they would like to see the modules continued as part of the ESL program, although one said the module should be only for those who truly need it, and another said her "yes" was conditional upon there being a better organized structure and a more defined "curriculum". The teachers mentioned the opportunity to work in smaller groups, the resulting chance for greater oral development, and the greater variety given to the ESL experience as positive features of the courses.

Their suggestions for improvement included:

1. more individual help in certain areas
2. a time change so that the students would see the course as required, not elective

3. breaking down the class according 'to **ability**' not
4. focusing only on one skill area
5. more emphasis at the beginning level on remedial reading and writing for students who already speak well
6. a very low level class for students with no English background

These questionnaires were distributed in early October, while the the course was still in its infancy. Clearly, the question of the extent to which we can (or want to) individualize in one we need to confront. The question of the focus on one skill area is addressed in the curricullum section of this report.

(b) Student evaluation (see appendix)

The Main Campus student evaluations of the Reinforcement Modules were conducted in the first week of November. The Instructor gave the students the forms to fill out anonymously. (With one level, the instructor was assisted by Special Services Project personnel, and with another level, by the tutors, who left the room during the evaluation.) The forms were collected, and then processed by the Instructor with the assistance of Mary Ann Kezmarsky.

105 students were surveyed. 31 others were recorded absent.

Some highlights follow:

- "Is this helping you learn English?" "Are you getting what you want in this class?"

  Yes: 71 No: 10
  No response: 8 Undecided: 18

- What do you like best in this class?

Conversation	29
Everything/learn English	23
Teacher (i.e. the counselors/tutors)	21
Writing	18
Teacher explanations	6
Reading	6
Topics	6
Nothing	6

- "What do you dislike about this class:

Nothing	49
Too little time	12
Other students talk too much in native language	5
Class not lack of focused curriculum	4
Reading materials	4
Not individualized attention	2

"Do you have any suggestions to improve this course?

No suggestions	45
More time	12
More conversation	9

The instructor and tutors were gratified by these results. They strongly suggested that we were involving the students in worthwhile and enjoyable activities.

(c) Tutor evaluation

The tutors listed these as the other positive aspects of the reinforcement modules:

1. Small groups allowed.
    - a) activities impossible with entire class
    - b) tutors to get to know students well
    - c) a lot of verbal expression
    - d) students to relax and thus interact and communicate on a very personal level
    - e) students to learn from one another
2. The freedom to experiment with materials and approaches to learning.
3. The meetings were usually interesting and the sharing of ideas at the planning sessions was important.
4. The absence of a rigid daily curriculum allowed the counselor/tutors to let the students set the pace of the class' progress. The students and tutor could insure that all the students were learning something of value, or at least struggling in a useful way to understand. The stronger students helped the weaker; impatience was often

(but not always) replaced by a more co-operative way of relating. On the level of content, the class could follow an idea theme that interested them without a sense of constraint.

The negative aspects of the reinforcement modules as seen by the tutors were:

1) Lack of definition of goals for each level, particularly at the 045 level.
2) The "negative attitude" of some teachers to the "tutors" which was transferred to the students.
3) Not enough time to work with students.
4) No breaktime for students after 3 hours of ESL.
5) Not enough continuity of materials to be carried from week to week.
6) Too much time spent on photocopying materials.

Recommendations:

1) That the modules continue as part of the required curriculum of all full-time ESL students.
2) That the name "individualized instruction" (which replaces "reinforcement module" for Spring 86') be replaced by "ESL - Small Group" or "Esl workshop "as soon as possible.
3) That the decision agreed upon by Drs. Dodge and Martin to rename the counselor/tutors "teaching assistants" ESL full-time and part-time faculty by the beginning of Spring semester. 1986.
4) That the possibility of an extra, optional hour of ESL small group work be explored.
5) That ESL adjunct faculty and T.A.S. be provided with office space where they can meet formally and informally.
6) That ESL adjunct faculty be paid for time to meet with the Reinforcement Module staff and instructor.

7) That the Instructor be promptly notified of all developments in the ESL program such as changes in prescribed texts, names and phone numbers of adjunct instructors, changes in classroom assignments, student class changes, curriculum changes, testing changes, testing dates, class parties etc. so as to provide as good a program as possible.

8) That the Instructor be invited to those ESL faculty meetings at which he might be able to make a contribution and/or learn something.

9) That the ESL adjunct faculty be given individual mailboxes and/or urged to check their box(es) regularly.

10) That some provision be made for increase in teaching assistant hourly pay, if possible.

11) That CAI be introduced on a pilot basis with Main Campus ESL students in Spring '86, in the form of a word-processing unit designed to help advanced students with composition.

12) That in terms of curriculum, we build on the experience of the first semester, but

    (i) define our goals and the scope of our activities more clearly ahead of time, while allowing for the possibility of change during the semester.

    (ii) inform the students and ESL instructors in week 1 of the purpose of the class, while making clear that we will try to build the class around the group's needs and to the largest extent possible, the varying need of the individuals comprising the group.

    (iii) try to ensure more continuity in the choice of materials and earlier preparation of such materials

13) That the instructor play a more active role in questions of materials, curriculum and overall direction of the modules.

Report on the Pilot Project - ESL
Reinforcement Modules
Spring 1986

by: David Stern
July, 1986

Pilot Report: ESL Reinforcement Modules, Spring, 1986

In the second semester pilot of the ESL Individualized Instruction Modules*, 205 students were registered. (of these, 4 attended neither their regular ESL classes nor the modules and received N/A grades, and 7 did not attend the modules, but received the same grade as for their regular classes.) As in the first semester, 12 sections of ESL were served. 5 Teaching Assistants and the Instructor of Record worked with the students.

Differences between Spring and Fall pilots: - (Many of these differences respond to the recommendations contained in the Fall, 1985 report on the pilot.)

A: Staffing

1. In Fall, 1985, students at the Haverstraw Local Learning Center had only one staff or faculty person per section. In Spring, 1986, Haverstraw students, like their Main Campus counterparts, had 2 Teaching Assistants or a Teaching Assistant plus the Instructor of Record, per section. This was made possible by the addition of a fifth Teaching Assistant to the staff.
2. Following a recommendation in the Fall, 1985 report, the Counselor - Tutors were re-titled Teaching Assistants for Spring, 1986.

B: Curriculum

1. Definition of goals: Curriculum goals were more clearly defined at the beginning of the semester.

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* formerly ESL Reinforcement Modules

Teaching Assistants, ESL Instructors and students were all informed that the focus of the modules would be as follows:

EF	800	listening/speaking
EF	801	listening/speaking
EF	810	reading
EF	811	writing/reading
EF	820	writing (using word processors)*

All participants in the process were, however, invited to suggest other areas needing work, and in some cases, these predefined foci were changed, where appropriate.

2. Continuity of Materials: Through improved planning, greater continuity of materials was achieved in Spring, 1986. The materials were also prepared earlier.

3. Greater Individualization: Teaching Assistants took the initiative in meeting the individual needs of their students. At the Haverstraw Local Learning Center, EF 811 students could elect to be in either a Reading/Writing or Speaking/Listening small group. EF 800 students were grouped according to oral/aural ability, rather than randomly. The more fluent students visited a supermarket with their Teaching Assistant.

4. Introduction of CALL (Computer Assisted Language Learning) While word processing as an aid to language learning had been briefly introduced at the Haverstraw Center in Fall, 1985, the first substantial experiment in using word processing with full-time ESL students at Rockland Community

College took place in Spring, 1986. The two advanced (EF 820) classes on the Main Campus used the CAI Lab an hour a week for the duration of the semester. Each class was team-taught by the Instructor of Record and a Teaching Assistant or by two Teacing Assistants. We were fortunate that two of the Teaching Assistants were familiar with word processing and microcomputers.

The class attempted to integrate the process approach to composition, with the use of a word processing package (PFS: Write) for test editing. Inevitably, the computer itself became the focus of attention, and while the students' interest level was very high, the quality of writing produced did not seem significantly better than the usual 820 level quality. This may be due to:(1) the very limited number of hours our classes met and (2) the unfamiliarty of the students with (a) the writing process (b) the word processor.

The student evaluations of this course (see Appendix: EF 820-01, EF 820-02 evaluations) were generally favorable, and in some cases, very enthusiatic. We plan to continue the use of word processing with our students next semester with some modifications:

1. Experiment with Bank Writer as an alternative to PFS: Write at the Local Learning Centers.
2. Try to locate a keyboarding skills package to provide typing practice for students.
3. Require more homework - compositions should not take 12 weeks to write!

One interesting observation made by the CAI Lab Staff, who were of great assistance to us throughout the semester, was that a number of our students began using the word processor for assignments for their other classes. This is exactly the sort of carry over across the curriculum that we hoped for.

B: Relationships of Faculty and Staff involved in the Modules with one another, and with the ESL faculty

More teamwork in the classroom occured this semester than last. The Instructor of Record had the opportunity to work alongside 2 of the Teaching Assistants in the classroom, while some of the Teaching Assistants teamed up in the classroom with one another. In most cases, however, we used the separate classroom model adopted last semester.

Intensive training/planning sessions were held in the first 4 weeks of the semester (up to 12 hr/week) and thereafter all the Module personnel met weekly as a group for 1-2 hours. Teaching Assistants held planning meetings with one another outside this time. All curriculum was decided on by the Teaching Assistants in close consultation with the Instructor of Record. Teaching Assistants received an hour of training/planning time for each hour in the classroom (as was the case in Fall, 1985).

Relationships with the ESL Instructors at Haverstraw became closer this semester, while on Main Campus we invited less input from the classroom Instructors. The ESL Department Chair, Oden Oak, was very co-operative and supportive in all matters concerning the modules. As was suggested in the Fall report, the Instructor of Record was invited to, and attended, ESL faculty meetings. The ESL Department Chair will be preparing a statement for adjunct faculty clarifying their roles and responsibilities *vis a vis* the Modules.

D. Other

The Instructor of Record worked with the Haverstraw Center and ESL Co-ordinators, and the Librarian in charge of outreach to the Centers, to organize a class trip for ESL students to New York City. The trip was designed for students to select Spanish and English books for purchase by the Rockland Community College library for the Haverstraw Center collection, which is presently being formed. The Teaching Assistants accompanied the students and faculty on the trip, which substituted for one day's classes (including modules.) This trip, and last semester's one by Haverstraw students to the Main Campus for a career fair, are examples of language (and culture) learning activities beyond the walls of the classroom, which the existence of the Modules can encourage.

Prospects for Fall, 1986.

1) Dean Laura Harkham and the Instructor of Record have drafted a set of objectives and a list of evaluative tools to be put into effect in Fall, 1986 (See Appendix).

2) Professor Oden Oak will be raising issues of concern to the Instructor of Record and ESL faculty at the first ESL faculty meeting of Fall, 1986. These include the grading system for the modules, and the question of the modules' "fit" with the ESL program as a whole.

3) CAI will be tried out more extensively, following this summer's preview of software by the Instructor of Record, and the identification and purchase of appropriate software.

4) Turnover in staff is expected-we will probably be unable to hold on to our Teaching Assistants due to pay and lack of benefits perceived as inadequate. A pay increase (given that benefits appear to be non-negotiable) is an urgent priority.

5) Completion of the taxonomy of ESL materials will allow for quicker familiarity with the materials by Teaching Assistants.

6) Students should have even greater choice than before in identifying skills needing work, but the questions of room availability as well as adequate, competent staffing will have a major impact on our ability to move towards greater choice.

7) Professor Martin's suggestion to Professor Oak regarding an ESL Workshop area was enthusiastically received and has the full support of the Instructor of Record.

Appendix F

Special Services Project Tutoring - College Skills

by Jeffrey Peters

Tutoring was offered to all students enrolled in Communication Skills classes scheduled during the day Fall 1985 and Spring 1986 semesters, and was provided to those students who opted to make use of those services. Each student who chose to attend tutoring was provided with a minimum of one hour of individualized instruction per week, and assignments were based on recommendations from the student's Communication Skills instructor. Logs were kept by the tutor as a record of student progress.

During the fall, 1985 semester, only 5 students attended tutoring. This was due to low student interest and to the fact that only one tutor was available. Tutor availability was affected by budgetary cutbacks from the Special Services Project grant. Because of this situation, the students in greatest need were identified by their instructors and given top priority for tutoring. Students who were tutored, Fall 1985, are as follows:

Student	Tutor	Hours Tutored
**Alex Torres	Bridie Halpin	Mon. 10-11 - Thurs.9:45-10:45
**Erik Sanchez	Bridie Halpin	Wed. 10-11
**Charles Good	Bridie Halpin	Tues. 2:15-3:15
Jean Alexandre	Bridie Halpin	Tues. 9:45-10:45
Stuart Messinger	Bridie Halpin	Thurs. 1-2

During the Spring 1986 semester, there were 3 tutors, with a total of 22 hours available. Again, tutoring services were offered to all students and 19 students chose to make use of the services. Students who were tutored, Spring 1986, are as follows:

Students	Tutor	Hours Tutored
**Marilyn Logan	Kathi Brown	Tues. 1-2
Shirley Anderson	Kathi Brown	Tues. 11-12
**Debbie Evans	Kathi Brown	Wed. 11-12
Lionel Minott	Kathi Brown	Thurs. 10-11
Anna Tummillo	Kathi Brown	Thurs. 11-12
Scott Rubenstein	Kathi Brown	Thurs. 1-2
**Linda Chance	Kathi Brown	Thurs. 2-3
**Laura Robinson	Kathi Brown	Thurs. 3-4
Calvin Evans	Cathy Davis	Mon. 1-2
**Mike McMillin	Cathy Davis	Tues. 11-12
**Charles Hill	Cathy Davis	Wed. 1-2
**Dawn Artis	Cathy Davis	Thurs. 11-12
Matt Zambrano	Bridie Halpin	Mon. 2:30-3:30
**Sylvena Davis	Bridie Halpin	Tues. 10:30 - 11:30
Robin Aronson	Bridie Halpin	Tues. 11:30 - 12:30
Aline Joseph	Bridie Halpin	Wed. 2:30 - 3:30
**Justine Sims	Bridie Halpin	Thurs. 10:30 - 11:30
**Alex Torres	Bridie Halpin	Thurs. 11:30 - 12:30
Carmen Vasquez	Bridie Halpin	Thurs. 2:30 - 3:30

Since all tutors were qualified instructors of English reading and writing skills, no specific training was provided in that area. However, tutors met with the coordinator of tutoring weekly to discuss the progress of students in tutoring sessions and to deal with some of the affective components that were identified by the tutors as areas of concern. As affective concerns were identified by the tutors, either suggestions or specific training was provided by the coordinator of tutoring.

** Special Services Project eligible

TUTORS	DAY / TIME	MON.	TUE.	WED.	THU.	FRI.
K. Brown Tue 11-12 1-3 Wed 11-12 3-4 Thu 10-12 1-4	9:00 to 10:00					
	10:00 to 11:00		BRIDIE: SYLVENA DAVIS ✓		KATHI: LIONEL MINOTT BRIDIE: JUSTINE SIMS ✓	
C. Davis Mon 1-2 Tue 11-12 Wed 1-2 Thu 11-12	11:00 to 12:00		KATHI: SHIRLEY ANDERSON ✓ CATHY. MIKE McMILLIN BRIDIE: ROBIN ARONSON ✓	KATHI: DEBBIE EVANS ✓	KATHI: ANNA TUMMILLO ✓ CATHY: DAWN ARTIS ✓ BRIDIE: ALEX TORRES	
	12:00 to 1:00					
B. Halpin Mon. 2^{30}-3^{30} Tue. 10^{30}-11^{30} 11^{30}-12^{30} Wed. 2^{30}-3^{30} Thu. 10^{30}-11^{30} 11^{30}-12^{30} 2^{30}-3^{30}	1:00 to 2:00	CATHY: CALVIN EVANS	KATHI MARILYN LOGAN ✓	CATHY: CHARLES HILL ✓	KATHI: SCOTT RUBENSTEIN After Vac.	
	2:00 to 3:00	BRIDIE: MATT ZAMBRANO ✓	KATHI.	BRIDIE: ALINE JOSEPH	KATHI: LINDA CHANCE ✓ BRIDIE: CARMEN VASQUEZ	
	3:00 to 4:00			KATHI.	KATHI: LAURA ROBINSON ✓	

Tutoring - English As A Second Language

1985 - 1986

by David Stern

Funding was provided out of the Rockland Community College budget and through the VEA/Disadvantaged grant for tutoring for English As A Second Language students in 1985-86. Tutoring was available as follows:

	Fall '85	Spring '86
Main Campus (day)	students in EF061 and EF071	students in EF061 and EF071 plus 2 others by special instructor request
Haverstraw (day)	students at all levels	students at all levels
Spring Valley (evening)		students at all levels
Haverstraw (evening)		students in EF030 and CS040

(Tutoring was also provided during the summer, 1986, for students in the Nyack* and Haverstraw* non-credit programs. Tutoring was also provided to students in EN891-92* in Spring, 1986)

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*not included in the statistics

Thirty three students were tutored in the Fall, and 91 in the Spring.

All students attending tutoring sessions did so outside of regular class hours, with the exception of students at Haverstraw, who were tutored during regular class hours, at the class instructor's recommendation. Students at Main Campus and Spring Valley were given the opportunity to sign up for tutoring. Those at Spring Valley whose instructors had recommended them received priority in scheduling.

Most tutoring sessions lasted 30-50 minutes and involved a tutor working with 1-4 students in an area identified by the student and/or class instructor and/or tutor and/or Special Services Project Instructor as needing work. Materials were generally chosen from the Special Services Project Collection.

Training of Counselor-Tutors was conducted by the Special Services Project Instructor or by the Student Development Center Supervisor under the Project Instructor's direction. Training consisted of assigned reading materials and discussion of linguistic, educational and cultural issues. Training sessions were scheduled for two hours per week.

Appendix G

The three courses are provided for students enrolled full time in beginning level ESL courses. Since it is possible that a student may make Satisfactory (S) or Measurable Progress (MP) in the beginning levels of ESL and still remain at the beginning levels for 3 semesters, three courses are provided for students at the beginning levels of ESL. College Skills Seminar I - CS 035 will be offered in conjunction with EF 035, College Skills Seminar II - CS 036 will be offered in conjunction with EF 036, and College Skills Seminar III - CS 037 will be provided for students who do not progress at an expected pace and must repeat EF 036. Each Seminar includes competencies related to understanding the college's physical environment, the organization of the college, and the ESL Department. Seminar I also emphasizes test-taking strategies and language-learning strategies. Seminar II focuses on decision making and career development as well as study strategies. Seminar III deals with library orientation and understanding the Life, Career and Educational Planning Center.

LEARNING ACTIVITY PROPOSAL

DATE: May 15, 1986

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: College Skills Seminar I DEPT/PROGRAM College Skills

PROPOSED BY: Margaret Martin and Terence Hannigan

CHECK ONE: X New ____ Revised

CREDIT HOURS 0 CONTACT HOURS 1 MAX NO. OF STUDENTS 20

PRE-REQUISITES: ____________

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I: Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)

Section II: Competencies to be Learned

Section III: Detailed Outline of Content

Section IV: Description of Specific Learning Activities

Section V: Special Facilities, Equipment or Materials Required, if any.

Section VI: Criteria for Evaluation of each Competency to be Learned

Section VII: Evaluation Methods to be used

Section VIII: A - Required Text(s)
B - Related Readings
1. books
2. periodicals
3. other

APPROVALS:

____
Approved Dept Date

____
Approved Ass't Dean Date

____
Approved V.P./Dean Date

Course No: CS 035

I. Justification

This course is provided for students enrolled full time in beginning level English As A Second Language courses. Its purpose is to assist students, with limited or no knowledge of English, to adjust to the college environment, to gain an understanding of how the college functions and to learn how to use the institution's student services. The course is also designed to help English As A Second Language students develop strategies for taking tests through frequent testing simulations. Strategies for learning a language is a third area to be covered.

These three areas are a foundation for successful functioning of all English As A Second Language students. The course is designed to provide information about the above areas as well as to encourage students to talk about frustrations which they experience during their adjustment to a new culture, a new academic environment and a new language.

II. Catalog Description:

CS 035 - College Skills Seminar I

1 hour, non credit. This course is a co-requisite for EF 035/EF 800. The course focuses on three areas of college life relevant to the English As A Second Language student: (1) orientation to the college environment, (2) test-taking strategies, (3) language-learning strategies. This course will give the English As A Second Language students experience in taking the different types of short answer tests and present study methods for learning English. The student will also learn about

the college structure and student services available at the college.

III./
IV. Competencies to be Learned/Outline of Content

The curriculum will cover areas of college life with which the English As A Second Language student needs to be familiar in order to function at an optimal level while attending the college. Students will develop competencies in the following areas:

A. Physical Environment
   1. Students will become familiar with all the buildings on campus.
   2. Students will know how the room number system is organized, and be able to locate classrooms on campus.
   3. Students will familiarize themselves with the location of different student services and faculty offices.

B. English As A Second Language Department
   1. Students will become familiar with the names and functions of staff and faculty who provide services to English As A Second Language students.
   2. Students will learn about the criteria for promotion to upper levels of English As A Second Language and for entrance in mainstream English classes.

C. Organization of the College
   1. Students will become conversant in college terminology.
   2. Students will become familiar with the organizational structure of the college including the various academic departments, students services, and the roles and functions of administration and faculty.

D. Test-Taking Strategies
   1. Students will learn to recognize the different types of test

questions (true-false, multiple choice, etc.).

2. Students will learn to properly complete computer answer sheets
3. Students will learn to utilize different types of test-taking techniques for various types of test questions.
4. Students will learn how to prepare for tests.

E. Language Learning Strategies

1. Students will become aware of difficulties involved in learning a new language and developing strategies to overcome these difficulties.
2. Students will become aware of strategies to improve language skills outside of the classroom.
3. Students will become familiar with reference books and other materials which are helpful in language acquisition.
4. Students will become aware of their own attitudes about language which may inhibit their progress in English language acquisition.

V. Description of Specific Learning Activities

Class activities will include classroom lectures and discussions tours of main campus facilities, presentations by guest speakers, readings of handouts, notetaking and practice in the completion of tests and computer-scored answer sheets. The following is a listing of learning activities as they correspond to Sections III/IV.

A. Physical Environment:

1. Students will complete a walking tour of main campus.
2. Students will attend a presentation on the room number system and location of student service offices, classrooms and faculty offices.

B. English As A Second Language

1. A guest speaker from English As A Second Language Department will address students about English As A Second Language faculty and support services, the teaching philosophy of the English As A Second Language Department and the placement tests used by the college and the English As A Second Language Department.

C. Organization of the College

1. A presentation will be made on the vocabulary used in college with special emphasis on admission, financial aid, registration and choosing a major.
2. Lectures and handouts on the organizational structure of the college will be presented to students.

D. Test-taking Strategies

1. A presentation will be made on the different types of tests and different techniques for completing them.
2. Students will take at least three tests of each type (multiple-choice, true-false, matching column and fill-in). There will be a discussion on behaviors which hinder successful completion of tests.
3. Students will have practice in filling in computer-scored answer sheets.
4. Lectures and readings will cover preparation for taking tests.

E. Strategies for Learning a Language

1. Group discussion on student attitudes toward language, foreign cultures and language learning will be conducted.
2. A presentation will be made on different ways of learning, and techniques to use in development of English language skills

3. Students will complete a learning skills inventory to help them become aware of the methods which will best serve them in learning.

VI. Special Facilities, Equipment or Materials required

Chalkboard

Overhead projector

Computers/software on learning styles inventory

VII./
VIII. Criteria for Evaluation of each Competency to be Learned/Evaluation Methods

Students will be expected to attend classes on a regular basis and complete homework assignments and tests. In order to receive a grade of S, the student must:

A. Physical Environment

1. Complete a tour of the campus.
2. Complete at least one short answer test covering the location of the buildings/classrooms with a score of not less than 65%.
3. Students will demonstrate familiarity with the campus by taking their class to specified classrooms and offices on campus (optional activity for classes of less than ten students).

B. English As A Second Language Department

1. Complete a short answer test on basic information about English As A Second Language with a score of not less than 65%.
2. Each student will find out his/her English Placement scores and compare them with placement criteria.

C. Organization of the College

1. Each student will develop a list of academic departments and student services at the college.
2. Each student will draw a diagram of administrative and faculty positions at the college, showing hierarchial order.

D. Test-Taking Strategies

1. Students will complete a multiple choice test using a scantron answer sheet covering types of tests, preparing for tests and time management during tests. A score of 70% will be considered passing.
2. Tests in the other competencies will also serve as an evaluation of the students' ability in the area of test-taking.
3. Students will prepare a one page written description of a specific department or student service on campus.

E. Language Learning Strategies

1. Students will prepare two dozen vocabulary flash cards of English words that are difficult for them to remember.
2. Students will complete a test with a score of 65% on language learning techniques and language reference books.

IX. Required Texts

A. A bilingual dictionary in the student's native language and English.

-How To Prepare For and Take Examinations, Association of American Publishers, New York, New York, 1983.

-How To Succeed In Your College Course; A Guide For The English As A Second Language Student, Association of American Publishers New York, New York, 1983.

B. Related Readings

-How To Be A More Successful Language Learner by Joan Rubin and Irene Thompson, Heinle and Heinle Publishers, Inc,1982.

LEARNING ACTIVITY PROPOSAL

DATE: May 15, 1986

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: College Skills Seminar II DEPT/PROGRAM College Skills

PROPOSED BY: Margaret Martin and Terence Hannigan

CHECK ONE: X New ___ Revised

CREDIT HOURS 0 CONTACT HOURS 1 MAX NO. OF STUDENTS 20

PRE-REQUISITES: ____________

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I: Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)

Section II: Competencies to be Learned

Section III: Detailed Outline of Content

Section IV: Description of Specific Learning Activities

Section V: Special Facilities, Equipment or Materials Required, if any.

Section VI: Criteria for Evaluation of each Competency to be Learned

Section VII: Evaluation Methods to be used

Section VIII; A - Required Text(s)
B - Related Readings
  1. books
  2. periodicals
  3. other

APPROVALS:

Approved Dept Date

Approved Ass't Dean Date

Approved V.P./Dean Date

Course No: CS 036

I. Justification

This course is provided for students enrolled full time in beginning level English As A Second Language courses. The course helps the student adjust to a new language, a new culture and a new academic setting. This is the second of three versions of this course. This second version of the Strategies course emphasizes: (1) decision making skills particularly in the area of choosing a major and career development, and (2) study strategies. As in the other two versions, there will also be a focus on orientation to the campus and some work on test-taking strategies for all new students.

All of the topics covered are important for success of any college student. However, these topics are of particular relevance to the English As A Second Language student because academic expectations may have been quite different from those in his/her homeland. This course prepares the English As A Second Language student to deal with academic pressures and to make use of services available at this institution.

II. Catalog Description

CS 036 - College Skills Seminar II

1 hour, non credit. This course is a co-requisite for EF 036/ EF 801. The course covers orientation information about campus. It also focuses on decision making, particularly in relation to selecting a major and a career, and study strategies.

Students are encouraged to learn about the campus and college services through tours, lectures and class discussions about issues of importance to entering English As A Second Language students.

III./
IV. Competencies to be Learned/Outline of Content

The following topics will be covered and students will demonstrate competencies listed below:

A. Physical Environment

1. Students will become familiar with all the buildings on campus.
2. Students will know how the room number system is organized and be able to locate classrooms on campus.
3. Students will familiarize themselves with the location of different student services and faculty offices.

B. English As A Second Language Department

1. Students will become familiar with the names and functions of staff and faculty that provide services to English As A Second Language students.
2. Students will learn about the criteria for promotion to upper levels of English As A Second Language and for entrance in mainstream English classes.

C. Decision making and Career Development

1. Students will become familiar with the different majors, degrees and certificate programs offered at Rockland Community College.
2. Students will become familiar with different careers they can choose to pursue, and with reference materials to learn more about these careers.
3. Students will know how to read a degree requirement sheet and to develop a basic plan of study.

D. Study Strategies

1. Students will learn how to use the Study/Organize/Anticipate/Recite (SOAR) study formula to prepare for tests.
2. Students will learn a series of techniques to help them anticipate test questions.
3. Students will read and review information on developing a good memory.

E. Organization of the College

1. Students will become conversant in college terminology.
2. Students will become familiar with the organizational structure of the college including the various academic departments, student services, and roles and functions of administration and faculty.
3. Students will be able to identify the different letter grades and explain their significance.
4. Students will be able to read and interpret the semester schedule of classes.
5. Students will be able to develop a class schedule of their own.

V. Description of Specific Learning Activities

In this course, the students will attend lectures by guest speakers, participate in tours, and begin to use their English in class discussions.

The following is a list of Specific Learning Activities as they correspond to Sections III/IV:

A. Physical Environment

1. Students will complete a walking tour of main campus.
2. Students will attend a presentation on the room number system and location of student service offices, classrooms and faculty offices.

B. English As A Second Language

   1. A guest speaker from the English As A Second Language Department will address students covering the department's educational philosophy, departmental regulations and how placement decisions are made.

C. Decision Making and Career Development

   1. Students will read and develop an understanding of the different programs leading to an Associate degree or Certificate at the college.
   2. Students will visit the Life, Career and Educational Planning Center to learn about resources available to help students investigate jobs and careers.
   3. Students will read and discuss the degree requirement sheet and develop a tentative educational plan of courses they would take in upcoming semesters in order to complete their degree requirements.

D. Study Strategies

   1. Students will review vocabulary lists of words they will need to know in order to do readings on the SOAR study formula.
   2. Students will complete short readings from textbooks and generate their own test questions for the reading material.
   3. Students will read information on using mnemonic devices, visualizations and memory aids (index cards, tape players etc.).
   4. Students will prepare a packet of index cards or a tape cassette to aid them in improving their vocabulary.

E. Organization of the College

   1. Students will use class lectures and readings from the College Catalog to develop a list of definitions of words commonly used

in college registration, financial aid application and other academic situations.

2. Students will develop groupings of the different academic departments and a flow chart of the different faculty and administrative positions at the college.
3. Students will locate the description of letter grades in the College Catalog and compute a G.P.A. of a student's grades.
4. Students will locate the courses they are currently taking in the Schedule of Classes.
5. Students will develop a tentative schedule of courses for the coming semester with special attention to avoiding time conflicts and selecting courses which they would have permission to register for.

VI. Special Facilities, Equipment or Materials required

-Chalkboard

-Overhead Projector

-Computer/Software

VII./
VIII. Criteria for Evaluation of Each Competency to be Learned/Evaluation Methods

Students will be expected to attend all classes and complete all tests and homework assignments. Furthermore, in order to complete the course with a grade of S, the student must:

A. Physical Environment

1. Complete a tour of the campus.
2. Receive a grade of 65% or higher on a test covering location of buildings and classrooms on campus.

B. English As A Second Language Department

1. Receive a grade of 65% or higher on a test about placement in

different English As A Second Language levels and English As A Second Language departmental regulations.

C. Decision Making and Career Development

  1. Receive a grade of 65% or higher on a test which covers programs of study at Rockland Community College, careers and reference materials used in career development.
  2. Submit a tentative plan of study which will include what courses will be taken in upcoming semesters in order to complete all degree requirements for the student's associate degree or certificate.

D. Study Strategies

  1. Submit a list of anticipated test questions for short readings completed in class or for homework.
  2. Submit a collection of index cards prepared by students to improve their vocabulary in English or a tape cassette of vocabulary words and their definitions.

E. Organization of the College

  1. Receive a grade of 65% or higher on a test which covers words commonly used in registration, financial aid application and other academic situations, letter grades and administrative and faculty positions at the college.
  2. Submit a tentative schedule for the upcoming semester showing course numbers, course titles, section numbers, days, times and classrooms.

IX. Required Texts: Your First Year in College

How To Study

Deerfield, Ma.: Scriptographic Booklets, Channing L. Bete Co., Inc., 1983.

Related Texts: Ellis, David B. Becoming a Master Student. Rapid City, S. D.: College Survival Inc., 1984.

Shepherd, James F. College Study Skills. Boston: Houghtin Mifflin, 1983.

LEARNING ACTIVITY PROPOSAL

DATE: May 15, 1986

ROCKLAND COMMUNITY COLLEGE
Office of Instructional & Community Services

TITLE: College Skills Seminar III DEPT/PROGRAM College Skills

PROPOSED BY: Margaret Martin and Terence Hannigan

CHECK ONE: X New ___ Revised

CREDIT HOURS 0 CONTACT HOURS 1 MAX NO. OF STUDENTS 20

PRE-REQUISITES: ____

ATTACH DESCRIPTION OF ACTIVITY:

Include the following sections:

Section I: Justification (Need for the activity. Relationship to specified curriculum competencies, characteristics of students to be served.)

Section II: Competencies to be Learned

Section III: Detailed Outline of Content

Section IV: Description of Specific Learning Activities

Section V: Special Facilities, Equipment or Materials Required, if any.

Section VI: Criteria for Evaluation of each Competency to be Learned

Section VII: Evaluation Methods to be used

Section VIII: A - Required Text(s)
B - Related Readings
1. books
2. periodicals
3. other

APPROVALS:

____
Approved Dept Date

____
Approved Ass't Dean Date

____
Approved V.P./Dean Date

Course No: CS 037

I. Justification

Besides the major task of learning a new language, the beginning level English As A Second Language student deals with adjustment to a new academic environment. This course exposes the entering full time English As A Second Language student enrolled in beginning level English As A Second Language courses to information about his/her new academic environment in order to facilitate a more comfortable adjustment to the institution.

Before students can make use of the services available at Rockland Community College, they must be aware of the services and have some information about how to use them. This course is designed to introduce the English As A Second Language student to services and facilities and to help them to develop skills necessary to use these services.

This is the third of three versions of this course. It highlights use of the Library Media Center since many entering English As A Second Language students have limited library skills and may not be familiar with all the services and materials in this Center.

For the same reasons, this course will also focus on career development and the resources available in the Life, Career and Educational Planning Center about careers. Although the entering English As A Second Language students may not have to make decisions immediately about choice of a major and a career, exposure to this Center should encourage them to be thinking about their future. Students will also be given a chance to voice their concerns on other issues of adjustment during class.

II. Catalog Description:

CS 037 - College Skills Seminar III

1 hour, non credit. This course is a co-requisite for EF 036/EF 801. The course covers orientation to the college environment with emphasis on the Library Media Center and the Career and Educational Planning Center. Students will learn about these areas through lectures, tours, reading assignments and exercises to develop familiarity with these two centers.

III./
IV. Competencies to be Learned/Outline of Content

A. Physical Environment
   1. Students will become familiar with all the buildings on campus.
   2. Students will know how the room number system is organized and be able to locate classrooms on campus.
   3. Students will familiarize themselves with the location of different student services and faculty offices.

B. English As A Second Language Department
   1. Students will become familiar with the names and functions of staff and faculty that provide services to English As A Second Language students.
   2. Students will learn about the criteria for promotion to upper levels of English As A Second Language and for entrance into mainstream English classes.

C. Organization of the College
   1. Students will become conversant in college terminology.

2. Students will become familiar with the organizational structure of the college including the various academic departments, student services, and roles and functions of administration and faculty.

3. Students will be able to identify the different letter grades and explain their significance.

4. Students will be able to read and interpret the semester schedule of classes.

5. Students will be able to develop a class schedule of their own.

D. Library Orientation

1. Students will become familiar with the library through discussion and reading about libraries and through a tour of the Library Media Center.

E. Understanding the Life, Career and Educational Planning Center

1. Students will become acquainted with the Life, Career and Educational Planning Center and the services available at this Center.

D. Description of Specific Learning Activities

Students will develop skills mentioned previously through class lectures and discussions, tours on campus, reading assignments and exercises to develop competencies in basic research in the Library Media Center and the Life, Career and Educational Planning Center. Below is a list of specific learning activities.

A. Physical Environment

1. Students will complete a walking tour of the campus.

2. A classroom presentation will be made on the room number system and location of student services office, classrooms, and faculty offices.

B. English As A Second Language

   1. A guest speaker from English As A Second Language Department will address students about English As A Second Language faculty and support services, the teaching philosophy of the English As A Second Language Department and the placement tests used by the college and the English As A Second Language Department.

C. Organization of the College

   1. A presentation will be made on the vocabulary used in college with special emphasis on admission, financial aid, registration and choosing a major.
   2. Lectures and handouts on the organizational structure of the college will be presented to students.

D. Library Orientation

   1. Students will become familiar with the library through discussion and reading about libraries and through a tour of the Library Media Center.
   2. Students will complete at least one library assignment which will be a question on history, geography or language. They will submit a written report on how they located the information in the Library Media Center.

E. Understanding the Life, Career and Educational Planning Center

   1. Students will become acquainted with the Life, Career and Educational Planning Center and services available at this Center.
   2. Students will complete a learning skills inventory to help them become aware of the methods which will best serve them in learning.

VI. Special Facilities, Equipment or Materials required

Chalkboard

Overhead projector

Computers/software on learning styles inventory

VII./
VIII. Criteria for Evaluation of each Competency to be Learned/ Evaluation Methods

Students will be expected to attend classes on a reqular basis, complete homework assignments and tests. In order to receive a grade of S, the student must:

A. Physical Environment

1. Complete a tour of the campus.
2. Complete at least one short answer test covering the location of the buildings/classrooms with a score of not less than 65%.
3. Students will demonstrate familiarity with the campus by taking their class to specified classroom and offices on campus (optional activity for classes of less than ten students).

B. English As A Second Language Department

1. Complete a short answer test on basic information about English As A Second Language with a score of not less than 65%.
2. Each student will find out his/her English Placement Scores and compare them with placement criteria.

C. Organization of the College

1. Each student will develop a list of academic departments and student services at the college.
2. Each student will draw a diagram of administrative and faculty positions at the college, showing hierarchial order.
3. Students will prepare a one page written description of a specific department or student service on campus.

D. Library Orientation

1. Students will complete a test with a score of 65% or higher on research in and use of the Library Media Center.
2. Students will demonstrate basic research abilities by locating specific periodical articles, books and other materials in the library.
3. Students will apply for a library card at their local library and show it to their instructor.

E. Life, Career and Educational Planning Center

1. Students will gather information on the career of their choice and submit a short written assignment on what they have learned.
2. Students will select a four year college and research it. This information will be submitted in a short written report or in an oral presentation.

IX. A. Revised Texts - A bilingual dictionary in the student's native language and English

Libraries and You. Deerfield, Ma.: Scriptographic Booklets, Channing L. Bete Co., Inc., 1981.

B. Related Readings - Rockland Community College Catalog, 1985-1987

Rockland Community College Student Handbook, 1985-1986.

Appendix H

Liz Rosado, North Rockland Health Care Center is scheduled to give a talk to ESL students at 11^{30} AM, FRI, 5/2.

The topic: Responsibilities of the patient during the office visit

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Contact Jerry for further info.

Please announce to classes

ROCKLAND COMMUNITY COLLEGE
145 COLLEGE ROAD
SUFFERN, NEW YORK
10901
914 356-4650

TO: All instructors who teach students that are non-native English Speakers

FROM: Terry Hannigan and
Eileen Thornton

RE: Workshops for ESL students

DATE: September 19, 1985

This is to inform you that this semester we will again be preparing workshops of interest to non-native English speaking students. The first workshop will be presented on:

Wednesday, October 2, at 2 to 3 p.m. in Room 3108

It is entitled:

Americans - Their Values, Customs and Expectations

The second workshop is entitled:

Money Management for International Students

It will cover basic consumer information about banking, budgeting and saving money. It is scheduled for:

Wednesday, October 9, 2 to 3 p.m. in Room 3108

Please encourage your students to attend these sessions.

If you have any questions please contact me at extension 582 or 346.

TH:pbd
cc: Mary Ann Kezmarsky
Maggie Martin

STATE
UNIVERSITY
OF
NEW YORK

Do not forget!

Current and former E.S.L. students re invited to attend a workshop on

Test Taking Strategies

on Wednesday, **Dec 4**
at 2 to 3 p.m. in Room 3108
(Student Union - First Floor)

Come join us!

Do not forget!

Current and former E.S.L. students re invited to attend a workshop on

Everything You Always Wanted to Know about American Colleges

on **Wednesday, Nov 6**

at 2 to 3 p.m. in Room 3108

(Student Union - First Floor)

Come join us!

Do not forget!

Current and former E.S.L. students are invited to attend a workshop on:

Americans-
Their Values, Customs & Expectations

on Wednesday, Oct 2
at 2 to 3 p.m. in Room 3108
(Student Union - First Floor)

Come join us!

ROCKLAND
COMMUNITY
COLLEGE
State University of New York

International Student Services
Room 5211 Field House ext. 527

July 31, 1985

Dear Friend:

The Tuesday planning meetings of the Incoming Student Assistance Committee have been well-attended, productive and fun.

Thank you for your participation and interest. The committee has planned an exciting training day Wednesday 8/7 at Stony Point Conference Center. We will leave via college vehicles at 9:15 from the Security Parking Lot and lunch will be provided. You will be back to campus by 4:30.

The schedule is:

10 a.m. "The Process of Intercultural Adjustment" -
Eileen Thornton and Howard Berry

10:45 Student Panel on what incoming student may be
feeling and need to know:

Jalal - Middle East
Saleem - South Asia
Addie- Africa
Ugi - Asia

12:00 Lunch

1:00 p.m. Campus Activities about which
Buddies should know:

Important opening events - Barrie
Clubs, Senate, Athletics, SUB-T.B.A.
Hospitality Club - Celia
Handout on where to go with questions -
Barrie
List of Resource People - Eileen
Academic Credit Possibilities - Wilma

2:15 Inter-cultural Simulation Game - Terry

3:15 Small Group Discussions on expectations
of Buddies - Executive Committee will lead

4:00 Adjourn

(914) 356-4650
145 College Road Suffern, New York 10901-3699

R O C K L A N D   C O M M U N I T Y   C O L L E G E

Student Services Department UPDATE

Date: March 26, 1986

Student Life

The INDIAN STUDENT CLUB has grown to over 50 members. Films have drawn up to 80 viewers and a Fashion Show with food is set for April 9 in room 3108 from 11 a.m. to 2 p.m. The President of the club is Shailesh Shah, with Terry Hannigan advising.

The Campus Players production "THREE MEN ON A HORSE" will be presented in the Theater May 16-18. Director Jim Naismith conducts rehearsals three nights weekly. Anyone interested in aiding with promotion, makeup, sets, properties, should contact Mary Ann Gaherty at Ext. 374.

OPEN HOUSE is being held at the three Local Learning Centers in mid-March. Local student governments and center Coordinators worked on promotion and set up. Information on Tutoring, Legal Matters, Office of Student Life, Library, and Life/Career/Educational Planning services is being presented by pertinent staff, with the Student Senate providing coffee and donuts.

The STUDENT SENATE is sending delegates to the Spring Student Assembly of the State University Conference at Erie Community College April 4-6.

The Senate debated and passed a resolution at its March 11 meeting on student housing needs in Rockland County. President Sarah Sherwood will present it at a Public Hearing March 15 chaired by County Legislator, Harriet Cornell, with Housing Coordinator Walter Greenberg and OSL Coordinator Barrie Peterson present.

Senate President Sarah Sherwood and Board of Trustee member Ana Abasi accompanied President Clark to Albany March 10 to present several hundred letters to our State Legislators supporting SUNY's budget request.

The planning committee for the May 1 INTERNATIONAL FESTIVAL has been meeting Thursdays at 2:30 in Room 3200. New members and nationalities are welcome. Program of displays, language competitions, food, performing arts and costumes will run from 11 a.m. to 6 p.m. in both the Student Union and Cultural Arts Center. Fliers with details will be distributed in mid-April.

The STUDENT UNION BOARD, co-chaired by Lisa Hoselton and Vikki DeStefano, have begun another Comedy Cafe series in Room 3101. Comedians from "Catch a Rising Star" performed March 12 to an enthusiastic crowd. Additional shows are set for 9:30 p.m. on April 16 and May 1. Admission is $2.00 and includes popcorn and soda. SUB was one of the co-sponsors of the Betty Friedan lecture March 5.

Those who cannot attend should call the Student Life Office. They will be asked to listen to tapes we will make of the training and then be interviewed by a member of the Executive Committee.

Enclosed is an additional application form should you know of another continuing student who might be interested in applying. They should submit it to the office of International Student Services by Tuesday 8/6.

Thank you.

For the Executive Committee

Eileen Thornton

Barrie Peterson

Barrie Peterson

ic

ROCKLAND
COMMUNITY
COLLEGE
State University of New York

TO: ALL ESL Instructors

FROM: Terry Hannigan

RE: Audiovisual materials for ESL students

DATE: April 24, 1986

Several ESL students have mentioned to me that they would like to have cassettes available for practicing English. Please inform your students that the following tapes~~, cassettes~~ with accompanying booklets are available for their use in the lower level of the library near the tutoring area desk:

1. Living Language English for Spanish Speakers
2. Living Language English for Chinese Speakers
3. Living Language English for French Speakers
4. Cheryl Pavlik: Speak Up

TH:pbd
cc: Mary Ann Kezmarsky
Maggie Martin
Oden Oak

(914) 356-4650
145 College Road Suffern, New York 10901-3699

Appendix I

ROCKLAND COMMUNITY COLLEGE
145 COLLEGE ROAD
SUFFERN, NEW YORK
10901
914 356-4650

TO: College Skills/Special Services Faculty and Staff

FROM: Maggie and
Kez

RE: Staff Meeting

DATE: August 26, 1985

Hi all!!! It's that time again!!!

As you all know (we hope), the full faculty meeting with Tom Clark is scheduled for Thursday, September 5, at 10:00 a.m. in the Cultural Arts Auditorium (coffee will be served at 9:30 a.m.). Our own staff meeting will follow immediately after Tom's meeting in Room 2206. In order to move things along, we'd suggest bringing your lunch (if you wish), so we can begin and end at a reasonable hour (hopefully by 3:30 p.m.). We'll supply coffee and bagels.

We're looking forward to working with you again and to beginning an exciting semester.

MM:MK:pbd

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ROCKLAND COMMUNITY COLLEGE
145 COLLEGE ROAD
SUFFERN, NEW YORK
10901
914 356-4650

TO: Tom Clark and
Bill Dodge

FROM: Maggie Martin and
Mary Ann Kezmarsky

RE: Pilot Projects - College Skills - Fall Semester, 1985

DATE: August 28, 1985

As you requested, we are enclosing a more fully developed outline of the pilot projects proposed for College Skills. You'll note that the time frame has been extended to include both the Fall and Spring semesters.

Objectives I and II are specifically related to the concerns dealing with the institutionalization of the Special Services Project. It is our hope that by carefully planning and implementing the pilot projects we will be able to maintain those areas in College Skills and Special Services which have led the program to exemplary status.

Objectives III and IV are primarily related to cost effectiveness and they were proposed in the College Skills Annual Report for 1984-85.

Objective I. To develop a counseling model for College Skills which incorporates diversified staffing, content and procedures designed to meet the special needs of educationally disadvantaged college clientele and which is cost effective.

Procedures/Outcomes/Time Table

1. Delimit the roles and responsibilities for Master Counselor/Assessment Specialist which incorporate: (1) counseling, (2) management/supervision/training of adjunct paraprofessional and student staff, (3) curriculum development (including CAI), (4) assessment and advisement, (5) professional development, (6) institutional development and (7) community service. (This procedure was begun in Fall, 1984, but will be finalized during the academic year, 1985-86).

2. Delimit the roles for adjunct Master Counselor/Assessment Specialists , paraprofessional Counselor/Tutors (probably counseling interns), and student assistants who will work under the supervision of the Master Counselor/Assessment Specialist. (Procedure to be finalized during the academic year, 1985-86).

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TO: Tom Clark and
Bill Dodge cont'd

3. Develop a training and supervision plan for adjunct staff, paraprofessional and student staff which incorporates components from the Special Services Project most relevant to College Skills. (With the assistance of an educational consultant, the plan (including training materials) will be developed in the Fall, 1985 and piloted with existing College Skills/Special Services Project counseling staff in Spring, 1986).

4. Develop a needs assessment model for College Skills which incorporates primary and secondary needs assessment as outlined for Special Services Project participants in College Skills in the Special Services proposal - 1984-1987. The model will indicate the assessment/advisement roles for professional and paraprofessional staff and will deal with the issues of released time for assessment/advisement for professional developmental instructors which is one issue to be resolved relating to the Alternative Model for College Skills (piloted in 1984-1985). (Plan to be finalized during the academic year, 1985-1986).

5. Develop an individualized counseling model which will: (1) delimit the minimum number of individual counseling sessions for each College Skills student, (2) determine counseling goals to be served through individual counseling, (3) develop record keeping procedures. (The plan will be developed in the Fall, 1985 and piloted in the Spring, 1986. An educational consultant and the resources of Marilyn Cullinane and the Life/Career/Education Center staff will be used in the planning).

6. Review the content of each of the Psychology Counseling Seminars used in College Skills and develop and/or update the Learning Activity Proposals and the syllabus for each course. Determine the possible integration of CAI where appropriate. The courses include: (1) Improving Coping Skills - PS 810, (including additional version for older part-time returning students enrolled in College Skills), (2) Relaxation/Stress Reduction - PS 840, (3) Personal/Interpersonal Growth - PS 850. Also review and update the Learning Activity Proposal and syllabus for Understanding Human Behavior - CS 032 which is related to the counseling component. (With the assistance of an educational consultant the courses will be updated and sent to the Office of Instructional Services for approval by June 30, 1986.

Evaluation:

Each of the outcomes will be evaluated at the time of implementation. An evaluation plan will be developed with the assistance of an educational consultant.

Objective II. Develop a plan for using the Microcomputer for use in record keeping functions in College Skills.

Procedures/Outcomes/Time Table

1. The Director of the Special Services Project was one of 68 persons selected from 300 applicants to participate in a Leadership Development Training Program at Howard University in March, 1985 to: (1) develop an information plan for the Special Services Project at Rockland Community College and (2) to increase the project staff's computer literacy by understanding how to use the computer for information storage and retrieval. The plan was developed at the Training Program and approved by educational consultants. (See attached).

2. Since it appears that the funding for Special Services will be decreased and that the college will be expected to pick up more of the services originally provided through the grant, it is necessary that a cost effective model be designed for record keeping purposes. We propose that an analysis be made of the information needs as outlined on the LDTP Plan of Work with the addition of the information needs specifically related to College Skills. After a review of the needs, a plan of action would be developed incorporating the LDTP plan and additional components related specifically to College Skills. Additional information necessary would include items such as test scores for diagnosis, information on taxonomies (IA) and (CAI) for development of prescriptions and other information from Student Data Forms for counseling and advisement. (The revised plan would be developed with the assistance of an educational consultant in the Fall, 1985 and Action Steps would be implemented on a pilot basis in the Spring, 1986).

Evaluation

An evaluation plan would be developed with the assistance of an educational consultant.

Objective III. Develop new staffing configuartions for the basic writing course (CS 040-041) offered in the evening on Main Campus and at the Local Learning Centers.

Procedures/Outcomes/Time Table

1. A basic writing course for students who completed the minimum reading requirements of the English Placement Examination but who didnot pass the writing requirements was developed on a pilot basis in the Spring Semester, 1983. The course has been offered each semester since using the course symbols (CS 040-041). During that time the course was modified and various staffing configuartions were utilized. A Learning Activity Proposal and syllabus was developed for the course in June, 1985 and has been sent to the Vice President of Instructional and Community Services for approval.

2. Staffing configurations for the course have been developed for Main Campus - Day. Because placement in the course in the Local Learning Centers - day and evening and Main Campus - evening often results in low-enrollment a different staffing configuration is needed. An alternate staffing configuration for the course will be used in the Local Learning Centers in evening - Spring, 1986 and on Main Campus - evening, Fall, 1985. The staffing configuration will be as follows:

Master Instructor (On Group Contract Basis)

Teaching Assistant (6 hours per week per course - 3 hours in class and 3 hours preparation)

Evaluation

The staffing configuration will be evaluated through an analysis of: (1) student achievement in completing the course and passing the writing portion of the English Placement Examination, (2) student evaluation through questionnaires and (3) faculty evaluation through questionnaires. (End of Fall Semester, 1985).

Objective IV. Develop a plan to use Mediated instruction for the course, Efficient Reading - CS 029.

Procedures/Outcomes/Time Table

1. Developmental activities were conducted during the Spring and Summer, 1985 to review alternative modes of instruction for delivery of the College Skills course, Efficient Reading (CS 029). (See attached).

2. A plan for implementing the AVT system for CS 029 in one or more of the Local Learning Centers will be developed in the Fall, 1985. The alternative form of the course will then be offered on a pilot basis in the Spring, 1986.

Evaluation

The alternative delivery of CS 029 will be evaluated through an analysis of: (1) student achievement in passing the course and the reading portion of the English Placement Examination, (2) student evaluation through questionnaires, and (3) faculty evaluation through questinnaires.

MM:MK:pbd
cc: E. Padilla
K. Weitzman

[redacted]

ROCKLAND COMMUNITY COLLEGE
Office of the President

TO: Bill Dodge, Kay Weitzman, Elaine Padilla, Maggie Martin

FROM: Tom Clark

DATE: 8/27/85

[redacted]

[redacted]

State University of New York

ROCKLAND COMMUNITY COLLEGE
RECEIVED
AUG 27 1985
PRESIDENT'S OFFICE

Memorandum to Presidents

Date: August 23, 1985 Vol. 85 No. 11

From: Office of the Vice Chancellor for Academic Programs, Policy and Planning

Subject: University Guidelines on Developmental/Remedial Courses

To: Presidents, State University of New York

Purpose:

This memorandum is intended (a) to clarify the University position on the offering of credit for developmental/remedial courses, (b) to encourage campuses to devote appropriate attention to matters pertaining to the granting of collegiate credit, (c) to assure reasonable compliance with academic standards established by accrediting bodies, and (d) to demonstrate the commitment of the State University of New York to quality in its academic endeavors and to access for the educationally disadvantaged. It is intended neither to limit nor restrict the offering of developmental or remedial courses by any campus, nor to curtail the admission of students who need such educational service.

Background:

The need for developmental/remedial courses at SUNY campuses has increased in the last decade as college access has been provided to a broader and sometimes educationally underprepared population. The issue of how much, if any, of such course work should be granted credit toward a degree has been discussed extensively within the University for at least the last eight years. Recently, the State Education Department has brought the issue more directly into focus as a result of program reviews and has identified courses which its consultants have judged not to be "college level" and thus not eligible for credit. Discussions with various internal constituencies in the University have led to the conclusion that the State University should develop guidelines on the issue. On June 1, 1984, a memorandum to the Presidents of the State University of New York was sent by the Vice Chancellor for Academic Programs, Policy and Planning. That memorandum included draft guidelines on developmental and remedial courses. This draft was developed after substantial consultation with the Council of Academic Vice Presidents and the Deans of the Two-Year Colleges. Also involved were the University Faculty Senate Committee on Undergraduate Education and the Community College Faculty Council. During the year following this June 1 memorandum, a number of discussions have taken place regarding remedial and developmental education and issues concerning the awarding of credit. While not all matters of disagreement have been resolved, the campuses concur that the guidelines placing explicit responsibility with the institutions for the review of course credit have been useful. Minor modifications of the draft have been made, and the following are now presented as SUNY guidelines:

Guidelines:

1. Courses designated remedial/developmental shall not be awarded academic credit and thus cannot be applied as credit toward a college degree.

2. The designation of remedial/developmental courses shall rest with the faculty of each campus, since all courses offered on a campus are reviewed and approved by the faculty through defined campus governance mechanisms in which the expertise of the faculty is the determining influence. The faculty may judge an individual course as either "below college level" and hence remedial/developmental in all curricula, or they may consider the course selectively remedial/developmental for particular programs.

3. Remedial/developmental courses shall be identified as such and the conditions under which they may be required shall be clearly stated in the college catalog, within reasonable publication schedules, and their listing shall be reviewed periodically.

Additional Considerations:

Campuses should keep in mind the following additional considerations:

1. Curricula, degree, and course requirements should be determined independently of the issue of remediation, and should become the basis for determination as to whether remediation is necessary.

2. The availability and requirements of remedial/developmental courses should be designed to assist students to obtain a degree, and it is educationally appropriate, as determined by the faculty, to require remediation/developmental work from students as they progress toward a degree. Normally such courses should be available to students at the early stages of their college programs.

3. Implementation of these guidelines is not intended to prevent the inclusion of non-credit elements in a course. For example, a course awarding specific credit hours may include as a required element of enrollment in that course, one or more hours of remedial/developmental non-credit work, if the instructor believes that such non-credit element is essential for some or all of the students. For campuses to receive imputed credits for non-credit remedial/developmental components, the campus must explicitly identify these components as requirements in catalogs and other relevant publications of the campus.

4. For State-operated colleges, budget support is engendered by non-credit courses which are required of students, or by non-credit remedial/developmental courses which are designed to serve the needs of special students (E.O.P./S.E.E.K.) or other risk admission students. Imputed equivalent credits are generated by these courses and thus budgetary support earned similar to credit courses offered by a campus. For community colleges, imputed equivalent credits, and thus FTE's generated by all non-credit remedial/developmental courses, are treated as are other courses and are eligible for state support.

5. Non-credit remedial/developmental courses designated by the faculty as required generate imputed credits which can be counted for financial aid to enrolled students through various State programs.

6. These guidelines are effective beginning on September 1, 1985.

Sherry H Penney
Sherry H. Penney
Vice Chancellor for Academic
Programs, Policy and Planning

This memorandum addressed to:

Presidents, State-operated Campuses
Presidents, Community Colleges
Deans, Statutory Colleges

Copies for information sent to:

President Coll
Vice Provost Spencer

ROCKLAND COMMUNITY COLLEGE

145 COLLEGE ROAD
SUFFERN, NEW YORK
10901
914 356-4650

TO: College Skills/Special Services Project Staff

FROM: Kez, Maggie and Neal

RE: Staff Meeting - September 13, 1985

DATE: September 10, 1985

Just a reminder - our Staff Meeting will be held at 9:30 a.m. in Room 2206 on Friday, September 13.

The first item of business will be to clarify schedules. The second item will be to discuss the pilot projects for 1985-86. Teaching Assistants are not required to remain for the discussion of pilot projects. However, anybody who would like to stay for the discussion is welcome.

MM:MK:NL:

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10901
914 356-4650

TO: College Skills/Special Services Staff

FROM: Kez, Maggie, Neal MM

RE: Staff Meeting - September 27, 1985

DATE: September 23, 1985

Reminder:

The Staff Meeting on Friday, September 27 will begin with a session on CAI in the Computer Laboratory in the Lower Level of the Library from 9 - 10:30 a.m. All instructors and teaching assistants are invited to attend. Please meet in the Computer Lab.

The entire staff will then meet in Room 2206 from 10:30 - 12.

Please let Pat know if you will be unable to attend the meeting.

MM:MK:NL:pbd

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TO: College Skills/Special Services Staff

FROM: Kez, Maggie, Neal MM

RE: Information from Cancelled Staff Meeting - September 27, 1985

DATE: October 1, 1985

Since the Staff Meeting scheduled for Friday, September 27 was cancelled we want to provide you with some of the information that was to be covered during the meeting. Items are as follows:

1. The Professional Development Activities in the CAI Lab will be rescheduled for October 25 from 9 - 10:30 a.m.

2. We are hosting the New York College Learning Skills Assn. Regional Meeting on October 18. A Registration Form is attached. Please complete the form and give your money for lunch to Neal as soon as possible.

3. Neal also would appreciate assistance with some of the logistical details of the Conference. He will need:

- a. 2 people at the Registration Table.
- b. 2 people at the Resource Table. (Participating Colleges are providing printed materials etc. regarding their remedial/developmental services).
- c. 1 person in each room where presentations are scheduled to be certain chairs, etc. are in order -
    - (1) Session on Thinking and Writing
    - (2) Session on Tutoring
    - (3) Session on Evaluation and Retention

Since College Skills at Rockland Community College has a great reputation within the state, we want to maintain that reputation by hosting a well organized conference. We all want the Conference to be a success. Therefore, it is important that each detail be covered. Please see Neal if you are willing to assist with any of the needs listed above.

4. Counselors and Instructors are urged to complete a draft of their Individual Plans. They are due today. After Maggie and/or Kez review the Plans they will shcedule individual meetings to discuss the final documents.

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5. Career Day is scheduled for October 23. We want to be sure that College Skills students participate in the activities. Kez will be sending additional information regarding the activities.

6. Neal has proposal forms for several remedial/developmental conferences scheduled throughout the year. Instructors and Counselors are urged to discuss possible ideas for presentations with Neal.

7. Two articles are enclosed for your information.

Since we do not meet again until October 25, please check your mailboxes regularly as we will be sending you various notices from time to time.

MK:MM:ML:pbd
Encls.

Announcing a Fall Conference for Local Developmental Educators

TRENDS
IN
DEVELOPMENTAL
EDUCATION

Be sure to attend the first meeting of Developmental Educators in the Mid-Hudson region — Westchester, Sullivan, Orange, Dutchess, Ulster and Rockland counties — to be held on October 18, 1985 from 9:30 am to 3:30 pm at Rockland Community College. The meeting is co-sponsored by Rockland Community College and the New York College Learning Skills Association.

In a day of learning and professional development — sharing, presenting and networking — we will familiarize ourselves with the people and the resources in our Mid-Hudson region. Planned topics include:

- computer use in developmental education
- developing reading writing/math/study skills courses
- tutor training and the peer tutorial
- developmental education and retention
- program evaluation
- thinking skills

To facilitate planning, please return the preregistration form below along with your check for $7.50 (to cover the cost of lunch) to:

Neal Levy
Rockland Community College
145 College Road
Suffern, NY 10901

Please give copies of the form to interested colleagues.

Trends in Developmental Education — SCD 147 October 18, 1985
Rockland Community College, Suffern, NY 10901

Name ______________________________
Place of Employment ______________________________
Street ______________________________
City ____________________ State ________ Zip ________
Phone ______________________________

Position ______________________________
Dept Div ______________________________

Please check the appropriate entry if you are interested in participating as a
☐ discussant
☐ presenter

for ______________________________
enter a topic from the list above)

Our Computerized Society

ROBERT J. SAMUELSON

One of the immense stories of our era is the computerization of America. Everyone knows that, and yet I wonder how many of us really know it. No matter how important you think computers are, the dimensions of the changes they have wrought remain endlessly startling. Consider this: in 1984 IBM's revenues were 50 percent greater than the *entire* American steel industry's. Or this: between 1979 and 1984 fully 85 percent of the increase in business investment in new equipment went into computers and office machines.

When a true history of our time is written—covering not only personalities and events but also technology, culture and lifestyles—the computer reckons to be a dominant character. It may ultimately rank with the steam engine, electricity and automobiles as a remodeler of America. As IBM shows, it has already upended the power structure of American business. It's also changing the way we work and is accelerating the internationalization of the economy. Even the language is touched: the computer is giving us brittle verbs like "input."

Technology—the application of science and knowledge for practical purposes—does not just happen. It is a response to the needs of a changing society and economy. The computer is now indispensable. Who can imagine the modern welfare state, banking system or airline industry without computers? Checks wouldn't go out; reservations wouldn't be made. But this was no coincidence. Computers flourished precisely because mass markets and modern corporate and government bureaucracies stretched the technology of paper and manual record keeping to its limits. Computers are both the creatures and guarantors of modern institutions.

Wide Impact: New technologies batter the status quo because they have unintended side effects. The computer wasn't invented to break up the American Telephone & Telegraph Co., but that was one result. As communications became both data and voice, the rationale for a national communications monopoly (that everyone might want to talk to everyone else) crumbled. Or consider the impact of the computers at CHIPS, the Clearing House Interbank Payments System. On an average day, they electronically transfer $300 billion among banks on five continents. Without them, global business would be far more difficult.

Nor is there a shortage of predictions about the computer's future impact. FOR DISABLED, COMPUTERS ARE CREATING NEW LIVES, says a recent New York Times headline. By one estimate, there may be as many as 10 million computer home "work stations" by 1990. A study by The Omni Group, management consultants, contends that computers are improving secretarial jobs: new applications—from graphics software to electronic spread sheets—are broadening secretaries' responsibilities. Right or wrong, these predictions emphasize the computer's pervasiveness.

A misconception about this upheaval is that we are becoming an "information economy" populated by "information workers." Nonsense. This implies that information, like ice cream, makes us feel good. True, some information (reading NEWSWEEK, for example) is craved for its own sake. But the computer's main purpose is to use information to produce other things we want, from medical services to toys. Information is only the common denominator. Factory computers control machines from production data; medical diagnostic machines capture information about the body. But computer users are still mainly engineers, doctors, factory workers or secretaries.

Computers are where cars were in the 1920s—escaping from mud ditches. Their full social impact is still hazy.

More important, the information that computers get and how they use that information reflect human decisions: the computer's social utility depends on our making wise choices. We may not. The distinctive thing about the current wave of computerization is its reach into the office. But, as consultant Paul Strassmann argues, applying computers to the messy realm of management, meetings and memos isn't easy. Many economists think much of the massive investment has been wasted. "There are thousands of people writing programs that produce printouts that no one reads," says the Commerce Department's Michael Boretsky. Even computer lovers admit that costs are often underestimated: software programs are inadequate, and learning to use computers is time consuming.

None of these problems is necessarily crippling. Any new technology breeds troubles that inspire disillusion today and solutions tomorrow. One difficulty is that different brands of computers don't talk to each other. But General Motors is sponsoring a massive program—called MAP, for Manufacturing Automation Protocol—to destroy the tower of Babel: now, only 15 percent of GM's computerized factory machines can communicate beyond their own manufacturing cells. And Joseph Duncan, chief economist of Dun & Bradstreet, thinks more specialized computer software—for insurance agents to doctors—will rekindle personal-computer sales.

Cloudy Future: The practical problems of digesting all of today's new computers help explain the industry's well-advertised slump. Even that, however, exists only against the euphoric forecasts that the boom (1984 sales up 67 percent from 1980) would continue: 1985 sales are still expected to rise. My hunch is that computers today are where autos were in the 1920s. During that decade, car ownership roughly tripled, but cars still got stuck when dirt roads turned to mud. Everything that seemed new and exciting then (glass windows, molded steel bodies) is now ho-hum. And the car's social implications—starting with massive suburbanization—were still dim.

Computers are only now emerging from their mud-ditch era. Like autos in the 1920s, their growth has been chaotic; like autos, the questions of social impact are unanswered. It remains an open issue of how wisely we exploit computers' potential. Just because a technology can do something doesn't mean it's socially or economically useful. But our predictive powers are modest. Fifteen years ago almost no one imagined widespread computer "word processing." And in the early 1950s the patriarch of IBM—Thomas J. Watson Sr.—resisted committing his company heavily in computers. He didn't think they would amount to much.

Method of Choice For Whom?
An Answer to the Critics of Orton-Gillingham

by Steven Rosenberg, Ed.D.

Although the Orton-Gillingham method of teaching reading and writing is almost exclusively thought of as a remedial method to retrain students who have failed to learn through the more conventional whole word method, I think that O-G should be used as the method of choice for all beginners so that failure is avoided in the first place. Because most teachers work within a framework that downplays the importance of decoding in mature reading, they criticize a code emphasis approach such as O-G as a way of introducing literacy.

Critics say that intensive instruction in the perception of speech sounds is unnecessary because by the time children are of school age, they have demonstrated sufficient familiarity with the sounds of the language to learn how to read and write. Critics also think that learning letter-sound relationships is nothing more than simple, low-level paired associative learning best accomplished inductively. They argue that, since English is not perfectly phonetic, the direct teaching of such correspondences is inefficient. Most of all, these critics worry that an early emphasis on meaningless linguistic units (sounds and letters) will prevent beginners from reading for meaning. Too, emphasis on sounds and letters interferes with such mature reading strategies as the use of context and the direct access to meaning without recoding to speech.

Contrary to what the critics of code emphasis approaches to beginning reading think, being able to speak at a relatively sophisticated level is not evidence that a child knows enough about the sounds of speech to be able to learn how to read an alphabetic text. Unlike speaking, reading an alphabetic script requires the ability to consciously analyze words into sounds. However, for written language competence, it is not enough to know that the word /hat/ is different from the word /bat/, but in addition one must know that both /hat/ and /bat/ are made up of three sounds, that the second and third sounds are equivalent, and that the first sounds are different. Research in speech perception has shown that the ability to segment words into sounds appears relatively late in the linguistic development of the child. The fact that the invention of the alphabet has been the final step in the evolution of writing systems is another indication of the difficulty of analyzing words into their component sounds. In fact, the alphabet has only been invented once, and every alphabet in existence has been derived from that original.

The major focus of O-G is the direct demonstration of how sounds can be blended together to form words and how words can be analyzed into their component sounds. This synthesizing and analyzing the sound structure of words helps the beginner to understand the true nature of language and the principle underlying alphabetic writing. Without this knowledge, the learner will never be able to hook up written language with his/her oral language, and he/she will never have control over either.

It is true that learning sight-symbol relationships is an example of paired associative learning; however, these relationships are best learned directly. It has been clearly demonstrated that the most efficient way to learn a generalization is through direct instruction, and that incidental learning is slower and more uncertain. One of the main reasons for learning how to read is to be able to learn from our predecessors without having to make their mistakes. It is paradoxical that when it comes to learning how to read, most teachers want the beginner to reinvent the wheel. O-G teachers teach letter-sound correspondences directly.

The fact that English is not a perfectly phonetic language is another argument for the direct instruction of the alphabetic principle. In perfectly phonetic languages each written word is an exact visual model of its sound structure, and so the letter-sound relationships can be inferred more easily than in English. Nevertheless, English is a phonetic language, and beginners should not be introduced to literacy through a method, the whole word method, that treats English as if it were a logography like Chinese. Reading a Chinese newspaper has been likened to memorizing 4,000 telephone numbers.

In addition, the rules of English spelling are very logical. For instance, although the spellings of the words "same," "back," "chop" and "stepping" are not perfectly phonetic, they are not haphazard, but in fact follow easily explainable rules. (This is not to deny that there is a small percentage of English spellings that is illogical.) So in fact, the O-G approach, which teaches the principle underlying the alphabetical system of writing and the rules of English spelling, is a cognitive approach. On the other hand, the whole word method, which teaches each word as a unique visual pattern, relies solely on low-level paired associative learning strategies.

Critics of synthetic phonics object that an inordinate amount of time is spent on learning meaningless linguistic units at the expense of instruction in comprehension. The meaningless linguistic units that critics worry so much about are not in fact meaningless at all. Language, unlike other systems of communication, is made up of elements, sounds, that are in and of themselves meaningless, but that nevertheless by agreement, signal meaning. Letters, being signifiers of sounds, signal changes in meaning. In /bat/ and /hat/, it is the sounds /b/ and /h/ that signal the meaning. By encouraging accurate decoding, O-G is increasing comprehension.

Critics of synthetic phonics approaches emphasize the use of context in mature reading. Current research indicates that although context does facilitate decoding for readers of all levels of ability, it is a strategy relied upon more by inefficient readers than by competent readers. Context is used as a compensatory strategy when words cannot be decoded accurately and quickly. However, readers have a limited capacity for processing information. If some of the capacity is devoted to decoding by use of context, less capacity remains for comprehension. Research shows that what separates good comprehenders from poor comprehenders is not their ability to use context, but their ability to decode automatically. Teaching automatic decoding is what O-G is all about.

It is certainly true, as critics of O-G

ROCKLAND COMMUNITY COLLEGE

145 COLLEGE ROAD
SUFFERN, NEW YORK
10901
914 356-4650

TO: College Skills/Special Services Staff

FROM: Kez, Maggie, Neal

RE: New York College Learning Skills Regional Conference - October 18, 1985

DATE: October 8, 1985

Please fill out the conference pre registration form and give Neal $7.50 for lunch by October 11, 1985. He needs to make final food arrangements for the Conference by early next week.

We also would appreciate your planning to arrive early for the conference - by 9 a.m. - to assist with any last minute details.

Thanks for your cooperation.

MM:MK:NL:pbd

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145 COLLEGE ROAD
SUFFERN, NEW YORK
10901
914 356-4650

TO: Teaching Assistants

FROM: Kez

RE: Friday Staff Meeting

DATE: November 19, 1985

Since the faculty will be attending the Micro-Computer Workshop on Friday, November 22, there will NOT be a regularly scheduled staff meeting.

In lieu of a general meeting with all of you, I'm offering you the time to meet with me individually on Friday morning if you feel the need/want/desire/etc. to do so. If you want to make an appointment, please see Pat to set up the time. If you don't need the time, don't worry about it!

MK:pbd

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State University of New York

TO: College Skills/Special Services Faculty and Staff

FROM: Kez and Maggie Kez & Maggie

RE: Additional Clerical Staff

DATE: November 25, 1985

Seffiyah Galindez has been assigned to the College Skills/Special Services Project area to provide additional clerical assistance during the academic year 1985-86. Although Seffiyah's major responsibility will be to type the Special Services Project Report for 1984, she also will be available to type tests, memos, etc. for the entire College Skills/Special Services Project staff. In order to maintain an efficient office operation, Pat will continue to manage the Special Services Project office. Therefore, please take your clerical requests directly to Pat. She will determine whether the typing, etc. is to be done by Seffiyah or herself.

Seffiyah will be in the office from 9 a.m. to 5 p.m. with lunch hour from 12 to 1.

I know you join us in welcoming Seffiyah and that you will do everything possible to help her feel comfortable in her new position. She is a Rockland Community College graduate and served as a student assistant in President Clark's office. Therefore, she is already familiar with the College.

MM:MK:pbd

(914) 356-4650
145 College Road Suffern, New York 10901-3699

ROCKLAND
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TO: College Skills/Special Services Faculty and Staff

FROM: Kez, Neal and Maggie

RE: January Wintersession Activities

DATE: November 27, 1985

Please reserve the following dates for professional developmental activities and needs assessment/registration during January:

January 15, 1986 - 9:30 - 4:00

Professional Development Workshop-College Skills/Special Services

1. Handling Student Anger/Faculty Frustration Issues - Kez and Jeff
2. Brainstorming Session - Innovations in College Skills and Ideas for Future Presentations at Professional Conferences
3. Preview and Review of New CAI Software - Neal

- January 16, 17, 21, 22, 23, 24, 27, 28, 29, - 9:30 - 12:30

Needs Assessment

Instructors please schedule days for Needs Assessment with Neal.

Teaching Assistants please schedule days for Needs Assessment with Kez.

Please note that there is a special College Developmental Activity scheduled for January 22nd, from 1 - 3 p.m. that is of interest to all of us:

Word Processing: PFS Write

Enrollment in this session will be limited so we encourage you to sign up as soon as the schedule is available.

In addition to our regularly scheduled staff meeting on Friday, Dec. 6, from 9:30 a.m. - 12 noon, Neal is scheduling a meeting of the Instructional Staff, including Teaching Assistants, for Friday, December 13, at 10:00 a.m. to search for and review CAI Materials to be ordered for preview at the January 15 Workshop.

Happy Thanksgiving!

MM:MK:NL:pbd

(914) 356-4650
145 College Road Suffern, New York 10901-3699

ROCKLAND
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State University of New York

TO: College Skills/Special Services Faculty and Staff

FROM: Kez, Neal and Maggie MM

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MM:MK:NL:pbd

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END OF SEMESTER, FALL, 1985

TENTATIVE

Testing - Monday, December 9
(DTLS/WS) Tuesday, December 10
Wednesday, December 11

Other Classes-Finals - Monday to Thursday, Dec. 9 - 12

Reading of Writing Samples - Thursday, December 12

Results - Friday, December 13

Committee on Good Standing - Monday, December 16

Advisement - Wednesday December 18
Thursday December 19

Registration - Friday December 20

MK
10/24/85

ROCKLAND
COMMUNITY
COLLEGE
State University of New York

TO: College Skills/Special Services Staff

FROM: Kez and Maggie MM

RE: Staff Meeting - December 6, 1985

DATE: December 2, 1985

Reminder:

Our staff meeting will be held from 9:30 - noon on Friday, December 6, in Room 2206.

Janet Brown will meet with us and she will discuss the research and evaluation plans for College Skills/Special Services for 1985-86.

Other issues will include: 1) a summary of the research/ evaluation results for 1984-85, 2) changes in CS 029 and CS 030 and 3) a proposed Summer Institute for College Skills.

Final end of semester plans will also be discussed.

Please let Pat know if you will be unable to attend the meeting.

MM:MK:pbd
Encl.

(914) 356-4650
145 College Road Suffern, New York 10901-3699

STATE UNIVERSITY OF NEW YORK 1948

STUDENT SENATE

ROCKLAND COMMUNITY COLLEGE • 145 COLLEGE ROAD • SUFFERN, N. Y. 10901
PHONES (914) 356-4650
Ext. 376

TO : Faculty
RE : Proposed Education Cuts
FROM : Student Senate
DATE : November 26th 1985

We have a problem!! On December 10th the Gramm-Rudman proposal (outlined below) will be brought before the House of Representives. This proposal if passed will affect all of our futures. PLEASE encourge your colleagues , students and friends to write to their Representative in Congress/Senator , urging them to vote NO on Gramm-Rudman. Voice your interest and concern. If you have any questions call the Student Senate office.

****

This October 10, 1985 the United States Senate by a vote of 75 to 24 finalized and approved legislation that, if adopted by the House , will be the most devastating blow to education funding in years.

The legislation, known in the Senate as the Gramm-Rudman Amendment to the Debt-Ceiling Act, calls for cuts of $180 billion in the budget by 1991. Exempted, however from these cuts are defense spending, social security, and interest on the debt. This means that all the cuts will come from the 24% of the budget that funds domestic programs for low and middle income Americans.

The impact on Higher Education will focus on four major areas :

1) 15% cut in Pell Grants - this would eliminate over 400,000 students from the program.

2) 60% cut in Supplemental Educational Opportunity Grants (SEOG) and College Work Study (CWS) - this would eliminate over 900,000 students.

* 3) 42% cut in Trio (Upward Bound, Special Services, Talent Search). All 420 Upward Bound projects would be elminated affecting over 150,000 students.

4) Guaranteed Student Loans - Many representatives from the banking industries are now saying that if the Senate version of this bill passes through the House, the Guaranteed Student Loan Program will be completely eliminated !!!!! GSL's are how most of us are able to finance our education.

ROCKLAND
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TO: College Skills/Special Services Project Faculty

FROM: Kez Kez

RE: End Of Semester

DATE: December 16, 1985

REMINDER - Please give Pat copies of the following:

Grades/Attendance Books
Class lists with grades
End Of Semester Reports
Special Services Project Test Data Form

CS 029 Faculty - I need 029 class lists with grades by Wednesday p.m. (December 18) in order to pass them on to Libby.

See you all at the party on Friday.

MK:pbd

(914) 356-4650
145 College Road Suffern, New York 10901-3699

ROCKLAND
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State University of New York

TO: Teaching Assistants

FROM: Kez and Maggie

RE: College Skills Information Form (White Cards)

DATE: December 17, 1985

Please complete the CSIF (white card) for each student enrolled in Communication Skills or CS 040/041. (See Pat for location of cards). If appeals were requested and approved please note the date and the decision on the back of the card. (See Pat for instructions). All cards must be completed by December 23.

Pick up class lists/grade cards from Kez by Wednesday, December 18. Complete them and make 2 xerox copies. Give Kez the original plus 1 copy by December 23. She has to sign off on the lists.

See you at the party.

MK:MM:pbd

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145 College Road Suffern, New York 10901-3699

ROCKLAND COMMUNITY COLLEGE
145 COLLEGE ROAD
SUFFERN, NEW YORK
10901
914 356-4650

TO: College Skills Faculty and Staff

FROM: Maggie, Neal and Kez

RE: Friday Staff Meeting

DATE: October 22, 1985

Our regular staff meeting will be held this Friday, October 25 at 10:30 a.m. in Room 2206. Major topic: End of Semester schedule!!!!

Neal will meet with the instructors and teaching assistants from 9 - 10:30. Kez will meet with the counselors from 9 - 10:30.

See you then!

MM:NL:MK:pbd

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ROCKLAND COMMUNITY COLLEGE | *145 College Road. Suffern. New York 10901* | *914 356-4650*

TO: College Skills/Special Services Project Faculty and Staff

FROM: Maggie, Neal and Kez

RE: Staff Development Workshop

DATE: January 9, 1986

Hi Everyone! ! ! ! ....Happy New Year!!!

This is just a reminder to you of our Staff Development Workshop on Wednesday, January 15, 1986. The time schedule and agenda are as follows:

9:30 a.m. - 10:00 a.m.	Coffee and Bagels/ Orientation	Room 2206
10:00 a.m. -12:00	CAI Materials & Preview	CAI LAB
12 noon to 1:30 p.m.	Lunch	
College Skills/Special Services Slide Show available for viewing		Room 2206
1:30p.m.-4:00 p.m. -		
	Mini Workshop on Student Anger/Frustration	Room 2206
	Information Session	
	Brainstorming on Program Development.	

We look forward to seeing you there!

MM:NL:MK:pbd

State University of New York

ROCKLAND COMMUNITY COLLEGE | *145 College Road, Suffern, New York 10901* | *914 356-4650*

TO: College Skills Faculty and Staff

FROM: Maggie, Kez and Neal

RE: Kick-Off Staff Meeting

DATE: January 22, 1986

Just a reminder of Tom Clark's Full Faculty Meeting, Friday, January 31, at 10:00 a.m. in the Cultural Arts Building. Coffee will be served at 9:30 a.m.

There will be a relatively short College Skills Faculty/Staff Meeting immediately following Tom's meeting in Room 2206 to discuss last minute details like schedules.

See you there!

MM:MK:NL

ROCKLAND
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State University of New York

TO: College Skills Faculty/Staff

FROM: Kez and Neal

Kez

RE: Staff Meeting

DATE: February 4, 1986

----Just a quickie to remind you about the staff meeting on Friday. There will be no 9 - 10 meeting for Instructors and Teaching Assistants with Neal. Counselors will meet with Kez from 9:15 to 10:00. At 10:00 we'll all meet for a general meeting in 2206 . . . .Bagels provided.

-----hope your week has been as hectic as mine.... I'm not into "aloneness".

MK:NL:pbd

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145 College Road Suffern, New York 10901-3699

ROCKLAND COMMUNITY COLLEGE | *145 College Road, Suffern, New York 10901* | *914 356-4650*

TO: R.C.C. FACULTY and STAFF
FROM: JEFF PETERS
RE: SOFTBALL
DATE: 3/18/86

Well folks, it's that time of year again. The sun is shining, the birds are singing, and mom is in the kitchen baking apple pies which can only mean one thing. It's SOFTBALL SEASON, and being the true blue Americans I know you all are, I'm confident that you're just aching to get out there on the ole SOFTBALL diamond, glove in hand, and get down to some "serious" play.

It is with this knowledge of your dedication to this great American pastime that I am pleased to announce that the College Skills Softball Team (CSST) is ready and willing to take on all challengers. If any of you dedicated torchbearers of American tradition wish to field (no pun intended) a team to challenge the CSST, please throw down the gauntlet (or should it be baseball glove) and contact me, Jeff "Babe Ruth" Peters at ext. 359 or stop by my office, room 2208.

C'mon folks, lets play a little SOFTBALL, throw back a few brewskis,** and just have some fun. I'll be waiting to hear from you!

P.S. If you want to play but can't get a team together, contact me anyway. We'll find a team for you to play on.

** That's SOFTBALL lingo for "drink some beers"

State University of New York

ROCKLAND COMMUNITY COLLEGE | *145 College Road, Suffern, New York 10901* | *914 356-4650*

TO: College Skills Faculty and Staff

FROM: Kez

RE: Our students' writing

DATE: April 4, 1986

What do you think?

We can discuss this at the Staff Meeting on Friday, April 11th.

MK:pbd
Encl.

State University of New York

ROCKLAND COMMUNITY COLLEGE | *145 College Road, Suffern, New York 10901* | *914 356-4650*

TO: College Skills Faculty and Staff

FROM: Kez and Neal

RE: Friday Staff Meeting

DATE: April 7, 1986

The Friday Staff Meeting will begin at 9:30 a.m. in 2206. The agenda is rather full....thus the reason for the early time slot.

Agenda:
1 - Routine Stuff
2 - Continuation of Program Development Areas.....Remember???????
3 - Jeff's Workshop on Dealing with Student Anger.
4 - Checks at noon

Bagels etc. will arrive at 9:15 a.m. See you soon! ! ! !

End of Semester Schedule will be given out at the meeting.

MK:NL:pbd

ROCKLAND
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State University of New York

TO: College Skills/Special Services Staff

Kz Maggie Neal J.C.

FROM: Kez, Maggie and Neal

RE: Staff Meeting - May 2, 1986

DATE: April 28, 1986

A staff meeting is scheduled for Friday, May 2nd from 9:30 - 12 noon in Room 2206. Bagels and coffee will be available!!!

The agenda will include:

1. Procedures for End of Semester Testing - Committee on Good Standing Schedule
2. Update - Summer Institute
3. Summer Developmental Activities
4. End of Semester Staff Meeting and Party
5. Continuation of Small Group/Brainstorming of Developmental Activities

Please let Pat know if you will be unable to attend the meeting.

MM:MK:NL:pbd

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145 College Road Suffern, New York 10901-3699

ROCKLAND COMMUNITY COLLEGE | *145 College Road, Suffern, New York 10901* | *914 356-4650*

END OF SEMESTER SCHEDULE

Writing Sample, EPE	-	May 7, 8
Reading of Writing Sample	-	May 9
DTLS - EPE	-	May 12, 13
Processing	-	May 14
Return	-	May 15
Comm.on Good Standing	-	May 19
Advisement	-	May 20, 21
Registration	-	May 22

Guidelines for Requests for Appeals

College Skills/English As A Second Language

Instructors must fill out the College Skills/English As A Second Language Request for Appeal Form available in the respective offices and attach it to evidence of the following:

1. The entrance EPE test (Reading and Writing). (The tests are available in Room 2231).

2. Evidence that the student was correctly placed in the appropriate level of College Skills or English As A Second Language. (Chicken Test Score or EPE Score).

3. Evidence that students have completed the curricular requirements as set forth in the applicable Learning Activity Proposals for English As A Second Language or the contracted objectives in College Skills. (Copies of completed contracts, midterm tests and other tests, essays written in class).

MM:pbd

ROCKLAND
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TO: College Skills/Special Services Staff

FROM: Kez and Maggie

RE: End of Semester Scheduled Activities etc.

DATE: May 6, 1986

This is a reminder that we agreed to the following additional testing schedule during our staff meeting on May 2:

Make Up Test

Writing - May 9 - 11:00

Reading DTLS - May 14 - 10:00

The testing will be held in Room 2206.

Also - We need an updated list from each of you of the following faculty development information to be included in the College Skills Annual Report and the Special Services Project Annual Report:

1. Presentations/Consultations/Training
2. Committees Served
3. Conferences/Workshops Attended

Please see Pat for the exact format in which to present the information. Due date May 28.

Thanks much for your cooperation.

MM:MK:pbd

(914) 356-4650
145 College Road Suffern, New York 10901-3699

ROCKLAND
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State University of New York

TO: College Skills/Special Services Staff

FROM: Kez, Maggie and Neal

RE: Staff Meeting

DATE: May 22, 1986

REMINDER - - - - - -

Our final Staff Meeting of the 1985-86 Academic Year will be held on Wednesday, May 28, from 9:30 - 12 noon in Room 2206.

Agenda:

1. Review 1985-86 College Skills Annual Report
2. Review Spring '86 Evaluation Data
3. Review Faculty Evaluation Data
4. Review Data re: Learning Disabled Students - College Skills and Mainstream
5. Summer Development Activities

Please let Pat know if you will be unable to attend the meeting.

Our gala end of semester picnic will be on Thursday (rain or shine) at Marge Zemek's house beginning at 12 noon. Directions will be provided at the Staff Meeting.

MM:MK:NL:pbd

(914) 356-4650
145 College Road Suffern, New York 10901-3699

ROCKLAND COMMUNITY COLLEGE

Office of Instructional and Community Services

TO: Department Chairpersons and Program Coordinators
FROM: Bill Dodge Bill
DATE: May 22, 1986

You will be receiving a brochure describing the Faculty Development Workshops shortly. There are a wide range of workshops being offered of both personal and professional interest. I am asking each of you with departments large enough to have your departments represented at several of these. Three of the workshops, "Testing", "Beyond the Buzz-words," and "Value Added Education" are intended to begin a discussion among faculty about issues related to general education and learning outcomes. This is a priority area within S.U.N.Y. at this time. In addition, the workshops on "Teaching the Learning Disabled," "Psychological Contracts" and the "Experiences of the Haitian Student" will assist faculty members in retention efforts. Please discuss these workshops with your departmental members in order to ensure representation.

As in previous years, faculty will also be receiving a form requesting them to describe their developmental activities. Workshops may, of course, be included in their developmental plans.

Thank you for your cooperation.

LD INFORMATION

1. College Skills conducted a pilot study of declared learning disabled students initially enrolled in College Skills in September, 1982.

   Of the 11 students - 5 remained in Good Standing at Rockland Community College, received C or better in English Composition I.

   - 1 did not pass College Skills
   - 1 transferred to Delhi before completing College Skills
   - 1 did not remain in Good Standing at Rockland Community College, but did receive a C in English Composition
   - 3 did not remain in Good Standing at Rockland Community College and did not take or did not pass English Composition

2. Total number of declared learning disabled students in College Skills since September, 1982 (including pilot group) - 39

   (a) number of students who were in College Skills and passed into mainstream - 18 - 46%

   (b) number of students who passed into mainstream who are still in good standing - 9 - 43%
   (of the 9, two are enrolled in mainstream for the first time in Spring '86).

   (c) number of students who passed English Composition I, with a C or better - 7 - 54%

   (d) number of students who passed English Composition I with a D or better - 8 - 62%
   (of the 13 who took it)

   (e) number of students who did not pass English Composition I - 5 - 38%
   (of the 13 who took it)

   (f) number of students who did not take English Composition I - 5 - 28%
   (of the 18 who passed into mainstream)

Of the 39 - Curriculum choice

None - 22
Elec.Tech - 1
Media Arts - 3
Liberal Arts - 9
Data Processing - 1
Human Services - 1
Criminal Justice - 1
Social Sciences - 1

Of the 39 - 4 have sufficient credits to graduate
1 is within 2 credits of sufficient number to graduate

Comparison Data, Learning Disabled (LD)

English 101 Grades:

	Spring 83-Fall 85	Spring 85	Spring 85
	LD = 13	Mainstream = 121	CS in 101 = 48
C or better	54%	50%	47%
D or better	62%	58%	67%
F	38%	24%	19%
		(16)	(14)

Math 101 Grade or Equivalent

	n = 7 LD
A	42%
B	14%
C	29%
D	14%

MCS 065 Grades

	n = 19
P	32%
IP	16%
IP/F	21%
F	15%
FX	15%

MK;pbd
5/16/86

SPEECH SCREENING

STATEMENT OF PURPOSE

A pilot study requiring speech screening of entering full-time students at RCC was recommended by the Task Force on Assessment. The purpose is twofold:

1. to identify and offer follow-up recommendations to students who are in need of help in verbal communication skills. The College's mission states that it seeks to develop students who are able to express themselves clearly in speech and writing.
2. to determine the feasibility and effectiveness of using this method of identification in terms of budget, time and availability of services.

The speech screening will be done by a trained speech assessor and will take between 1-2 minutes. It will be done on an individual basis and will consist of the student reading (where applicable) sentences or words and a sample of spontaneous speech. When completed the student will receive oral and written feedback regarding recommendations for improving oral communication skills.

Copies of articles from journals such as: (1) The Chronicle of Higher Education, (2) Journal of Communication, (3) Journal of Reading, (4) Reading Research Quarterly, (5) College English, (6) College Composition and Communication, (7) The New York Times, (8) Human Communication Review, (9) The College Board News, (10) Journal of Developmental Education, and (11) The Orton Society Newsletter were provided for the staff regulary. The handouts, which dealt with topics ranging from teaching strategies for improving basic skills in reading and writing to the impact of demographic developments on colleges in the year 2000, were discussed during formal staff meetings and in informal staff sessions.

Staff Handouts

1. Inside Stories
2. Research In Developmental Education - Hunter R. Boylan - Vol. 2, Issue 4
3. Holisticism - Edward M. White
4. Designing Topics for Writing Assessment: Problems of Meaning - Leo Ruth and Sandra Murphy
5. An Experiment with the Wording of Essay Topics - Gordon Brossell and Barbara Hoetker Ash
6. In Search of an Internationally-Valid Scheme for Scoring Compositions - Alan C. Purves
7. The ESL Composition Course and the Idea of a University - Judith Oster
8. Alliance for Literacy: Teaching Non-native Speakers and Speakers of Nonstandard English Together - Alice Myers Roy
9. Staffroom Interchange
10. Counterstatement
11. Reviews
12. Cloze and Comprehension: A Qualitative Analysis and Critique - Claire Ashby-Davis
13. Developments - Spring 1985
14. Research in Developmental Education - Hunter R. Boylan - Vol. 2, Issue 4
15. The American Teacher
16. Black Educational Gains Endangered by Social, Economic, and Policy Trends
17. More Aid Is Available for Adult Students, OALS Project Finds
18. Access to Quality Undergraduate Education: Text of SREB Panel's Report
19. Sophomores in Fla. Public Colleges Must Pass a New Test of Their Academic Skills
20. A 'Real World' Reading Standard for High School Graduates?
21. Aid Programs Changed Their Lives, 2 Students Tell a House Committee - Robin Wilson
22. Our Computerized Society - Robert J. Samuelson

23. Method of Choice For Whom? An Answer to the Critics of Orton-Gillingham - Steven Rosenberg, Ed. D.

24. The Computer Can Help the Learning Disabled - Priscilla Jean, Ph.D.

25. Defining and Diagnosing Dyslexia: Are We Putting the Cart Before the Horse? - Casey Dorman

26. Striving for Functional Literacy in the Job Market - Holly O'Donnell

27. Videodiscs: The Thinking Person's Audiovisual - Frank B. Withrow

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